DOCUMENT RESUME

ED 186 527 UD 020 484

AUTHOR Bensimon, Estela, Ed.; And Others
TITLE First New Jersey Statewide Conference of Hispanics in Higher Education. Report of Proceedings.
INSTITUTION Hispanic Assoc. of Higher Education in New Jersey, Newark.
PUB DATE Dec 78
NOTE 142p.; Proceedings of a New Jersey Statewide Conference of Hispanics in Higher Education (1st, Princeton, NJ, December 2-3, 1978). Some tables may be marginally legible due to small print.
AVAILABLE FROM Hispanic Association of Higher Education in New Jersey, 87 Halsey Street, Newark, NJ 07102.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Affirmative Action; Bilingual Education; College Admission; Educational Policy; Equal Education; *Ethnic Discrimination; Faculty Promotion; *Higher Education; *Hispanic Americans; Minority Group Teachers; *Spanish Speaking; Student Financial Aid
IDENTIFIERS *New Jersey

ABSTRACT

This document contains the proceedings of a conference held in December 1978 to discuss problems confronted by Hispanics in the higher education system of New Jersey. Presented are an opening statement by Chancellor T. Edward Hollander on the status of Hispanics in New Jersey higher education and the keynote address by Hilda Hidalgo focusing on landmark events in the education of Hispanics. Also included are the following papers: (1) "An Examination of the Implications of Current Trends and Issues in Policy and Planning for Hispanics in Higher Education," by Marcos Leiderman; (2) "Affirmative Action," by Alberto Montare; (3) "Admissions," by Diane S. Maldonado and Margaret Rosario Rivera; (4) "Issues in Bilingual Higher Education," by Rosa Maria Cotayo, Estela Bensimon, Yvonne Rodriguez; (5) "Academic Programs," by Leopoldo Rivera; (6) "Supportive Services," by Edward Morales; (7) "Political Dynamics in Higher Education," by Alfonso A. Roman; and (8) "Development of a Statewide Association," by Luis Soler-Baez. In addition, workshop reports and resolutions regarding future collective efforts in the areas outlined in the papers are presented in this document. (GC)

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FIRST NEW JERSEY STATEWIDE CONFERENCE OF HISPANICS IN HIGHER EDUCATION

December, 1978

REPORT OF PROCEEDINGS

Copies may be acquired by writing to: Hispanic Association of Higher Education in NJ, 87 Halsey Street, Newark, New Jersey 07102.

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FIRST NEW JERSEY STATEWIDE CONFERENCE

OF

HISPANICS IN HIGHER EDUCATION

December, 1978

REPORT OF PROCEEDINGS

Copies may be acquired by writing to: Hispanic Association of Higher Education in NJ, 87 Halsey Street, Newark, New Jersey, 07102.

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Aspira, Inc. of New Jersey
Association of Hispanic Human Services Professionals
Department of Higher Education
Department of Latin American Studies, Jersey City State College
Department of Puerto Rican Studies, Livingston College
Educational Testing Service
Puerto Rican Action Board
Puerto Rican Congress of New Jersey

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PREFACE

In November, 1977 a group of Hispanic leaders met with New Jersey's Chancellor of Higher Education, Dr. T. Edward Hollander, to discuss some of the problems confronted by Hispanics in the higher education system. At that juncture, the participants agreed to plan a statewide working conference in which the Hispanic higher education community would become involved in the analysis of issues affecting Hispanics and the identification of alternative solutions.

Within a month of the initial meeting with the Chancellor, a coordinating council, whose membership is listed above, assumed the task of planning and implementing the statewide conference. After a year of arduous work, the collective effort bore fruit.

The First New Jersey Statewide Conference of Hispanics in Higher Education took place on December 2-3, 1978 at the Henry Chauncey Conference Center in Princeton, New Jersey. It brought together over one hundred fifty (150) individuals, including students, faculty, administrators, community leaders, and representatives of educational agencies, with the common goal of addressing the Hispanic community's critical needs in higher education. In this regard, the conference was truly a success.

This report of the conference proceedings contains the discussion papers presented at each workshop as well as the resolutions approved at the final plenary session. It reflects the Hispanic community's determination to direct the course of its future in higher education. In this connection, the document outlines the priorities which will serve to guide our collective efforts in the area of higher education.

Grizel Ubarry
Chairperson, Coordinating
Council
March, 1979

ACKNOWLEDGEMENTS

We wish to gratefully acknowledge Educational Testing Service, the New Jersey Department of Higher Education, ASPIRA, Inc., and the Puerto Rican Congress of New Jersey for their invaluable contributions to the conference.

A special thanks is in order for all the participants who worked tirelessly to achieve the objectives of the conference, and to Estela Bensimon, Rosa Maria Cotayo, and Hector Delgado for editing this report.

Status of Hispanics in Higher Education in New Jersey

Address delivered by:

Chancellor T. Edward Hollander
at "First New Jersey Statewide
Conference of Hispanics in Higher
Education"

December, 1978

I am happy to share with you today some of my thoughts on some of the issues affecting Hispanics in higher education and what can be done about them. Given the nature of our task, I appreciate the opportunity to address matters which should be of concern not only to Hispanics, but to all "educators."

This country has had an unfortunate tradition of neglecting the plight of our low-income citizens. The effects of this neglect are reflected in substandard housing, unequal opportunities for gainful employment, and limited access to higher education.

It was not until the 1960's that federal legislation prohibited discrimination for the purposes of employment, housing, and education based on race, sex, national origin, or religious affiliation. Clearly, the 1964 Civil Rights Act represented a breakthrough for all of us in this country. However, as with all reform measures, it did not remove injustices at once. You have heard many other speakers tell you that these kinds of changes require time. You, however, know from experience that any change requires perserverance. And no group has better understood the potential of higher education as a means for upward mobility and has perservered longer to bring its benefits to the economically and educationally disadvantaged than has the Hispanic community.

Let me say at the outset that, in New Jersey and New York at least, the higher education community has tried to respond to the needs of the black and Hispanic communities more consistently and more ably than has any other. There is still no open access to decent housing in those states. Nor is there equal access to gainful employment. But there <u>is</u> open access to higher education.

While there remains much for us to do to improve our record of performance, this is no small achievement, given the brief amount of time that has passed since New Jersey embraced open access as one of its major educational goals. Only in 1974 did the New Jersey Board of Higher Education state clearly and unequivocally that the State's:

> "colleges and universities must more effectively serve a whole new range of students, one that includes minority groups, women, and large numbers of adult population."

In the four years that have gone by since the Board made that statement, the State has consistently tried to bring additional minority students into its colleges and eliminate all the economic barriers that continue to exclude them from institutions of higher learning.

Let's look at our record. First and foremost, while there are still too few Hispanic students enrolled in New Jersey colleges and universities, more Hispanics are enrolled in New Jersey institutions than have ever been and their numbers are rising, not at the rate we would want it to, but at least the movement is in the right direction.

In 1976, for instance, Hispanics comprised 4% of the undergraduate population at New Jersey colleges and universities. In 1972, they numbered only 2.4% and in 1970 only 1%.

As their numbers have risen, Hispanic students have begun to take their place in each of the four sectors of higher education in our State. If they were once admitted primarily into the two year colleges, they are now active participants at all of the four year colleges.

You have my assurances that I shall do everything I can to continue to attract Hispanic students into every sector of our state system and to increase their overall number. I share your concern that the 4% figure can and should be improved upon and I will not insult you by asking your continued patience and indulgence. You have every right to keep after us for periodic reports of our progress and I have every obligation to see that you get them. I want to take this opportunity to thank Aspira, the Congreso Boricua, and other Hispanic groups for pressuring our Department to gather and disseminate these data, and for insisting that we make it public.

As we have brought greater numbers of Hispanic students onto New Jersey campuses, the New Jersey higher education community has taken steps to assure that they are adequately and ably educated after they have been admitted. This we are doing in several ways. First, with the establishment of the Educational Opportunity Fund and the Tuition Aid Grant Program, and the operation of an integrated system of higher education equipped with facilities in most of the State's twenty-one counties, we have eliminated many of the economic and geographical barriers that exclude Hispanic students from institutions of higher learning after the State embraced the goal of open access.

Second, the State's institutions of higher learning have accelerated their efforts to recruit Hispanic students of high potential, not only into their programs, but into professions which have in the past included too few Hispanic practitioners. The New Jersey Institute of Technology,

for instance, is actively identifying such students, while they are in high school, and providing them with the training and skills they will need in order to qualify for admission into engineering programs.

The Department's Educational Opportunity Fund and Research and Development Fund this year awarded to Seton Hall University and Montclair State College long-term grants that will total $250,000 each to provide special programs to prepare disadvantaged New Jersey students for entry into medical and dental schools and for careers in the health professions. As part of their training, these students will receive clinical exposure through special arrangements with CMDNJ and Fairleigh Dickinson Dental School.

Another institution, Trenton State College, has implemented a pilot project (Operation Step-Up) with the Trenton School District to meet the needs of college-bound minority youth and to train remedial teachers for subsequent careers in inner city high schools. For our part, the Department of Higher Education has set aside about $30,000 from its Research and Development funds to develop new approaches to the training of bilingual teachers. (That is 15% of the current year appropriation.)

Another area of concern to the higher education community as it tries to meet the needs of New Jersey's Hispanic population is the underpreparedness so many incoming college freshmen have demonstrated in fundamental verbal and quantitative skills.

As members of a community that has gone unserved and underserved for too long, many Hispanic students, through no fault of their own, often enter college without the language and quantitative skills they will need to realize their true potential and function effectively in our society. For these students, open access, however it is defined, will seem a cruel hoax and an empty promise unless college faculties provide the remediation necessary for them to obtain a reasonable chance to succeed in college-level courses. Otherwise, the open college door will evolve into a revolving door. We have come too far in recent years to redress past wrongs to let this happen.

In adopting requirements for "basic skills" tests and remedial education, the Board of Higher Education has taken a step in assuring that equal opportunity is not just an opportunity to be admitted to college. It is also an opportunity for students to succeed in college-level work and to attain the competence necessary for later success.

Let me take just a minute to describe how we adjusted the administration of the basic skills testing and remediation program to address the immediate needs of the Hispanic students.

We understand that to administer to students whose native language is not English, and who have only studied English for a short time, the same tests we give native speakers is not merely impractical, but educationally unsound. I can't think of a better incentive to failure, nor of a more systematic method of destroying a student's self-confidence.

Given the fact that most of these students are college material to start with and are highly proficient both in their native tongue and in mathematics, we have also concluded that to deny admission to college is equally unwise.

So, what we have done is permitted students to defer this test until after they have successfully completed appropriate English language programs.

Thus far, I have confined my remarks on Hispanic representation in higher education in New Jersey to participation at the student level. One of the major hurdles I see ahead of us is how to recruit and retain Hispanic faculty members and administrators. Frankly, our progress in increasing Hispanic representation among faculty and professionals has been dismal.

Later this month, I will be asking the Board of Higher Education for the authority to review the affirmative action goals each college has set for itself and to work with their respective presidents and governing boards to determine what further efforts should be made. I will continue to report the progress these institutions make to the Board, and as I have in the case of enrollment data, will make this information public.

As I noted at the outset, effecting the types of changes needed to make higher education more responsible to Hispanic needs is a challenging undertaking. Successful reform requires (1) a careful analysis and understanding of the issues involved, (2) a sound assessment of the proposed reforms, and (3) a good grasp of the change process implications of each of the targeted reforms.

With these points in mind, I strongly urge you to study such issues as affirmative action, financial aid, supportive services, bilingual higher education, to name only a few. May I also urge you to make recommendations in each of these areas.

With intelligent management, strengthened quality, enlightened public policy, and the support of the membership of this group, we can obtain the kind of future we wish for our Hispanic population. Those of us who have worked in these areas know that the changes we seek will not be easy to effect.

Nothing worth the effort is ever easy, least of all in higher education. As we go about our respective tasks, let us keep in mind what was said of the climbers of Mt. Everest, who in their arduous ascent, disappeared into the clouds, "When last seen, they were still climbing."

Years from now, let us hope that the Hispanic community, as it reflects back on these years, will say this of us. Let us continue climbing together.

Thank you.

Keynote Address

Delivered by:

Dr. Hilda Hidalgo
Professor, Department of Urban Studies
Rutgers, Newark College of Arts & Sciences
at the "First New Jersey Statewide Conference of Hispanics in Higher Education"

December, 1978

Compañeros en la lucha, Chancellor Hollander, Guests. . .
The "Brown Tide" is here answering "Presentes en pie de lucha" -- ready to develop a plan that will insure that the 1980 New Jersey Higher Education Statewide Plan responds positively to the legitimate needs of Hispanics, and provides the ways and means necessary to meet those needs. We, who in the next decade will constitute the largest minority in the U. S. A., twenty million, say "Basta ya!" to the conditions that keep us at 2% or less in state supported institutions of higher education. The participants in this conference are here to assume an "acting-offensive strategy", rather than the "reacting-defensive strategy", that by force of circumstances, has characterized many of our past efforts. Let's stop reacting and start acting!

To develop an "offensive type strategy" it is essential that we build on the common elements that unite us. This does not mean that we ignore or fail to recognize differences and points of disagreement. What it means is that we discipline our efforts and look for our common problems and map out collective solutions. It is important that we respect the integrity and characteristics of the different Hispanic groups that make up the Hispanic community of New Jersey. Our commitment to emerge with a united front recognizes the need to make compromises. However, our priority, our strategies, our efforts must address themselves to the Hispanic population that has been consistently left out of institutions of higher education. Our priority, using class identification as the factor, is the poor lower class of Hispanics. The "have-nots", the poor Hispanics, have no other voice than ours, no other hope than ours, if higher education is going to be their vehicle for social mobility and self actualization.

A brief review of the history of Hispanics in Higher Education will be useful in understanding our present situation. History will also help us design plans and strategies for the future. I will limit my historical review to a few "landmark" events. I will also extrapolate a lesson or implication from the "landmark" events. Each landmark as a special relevance to specific workshops.

Landmark 1: Ten years ago, in October 1968, a group of thirteen (13) high school students in Newark interrupted the inauguration of the new campus of Rutgers University, Newark. The construction of the campus mandated the relocation and eviction of hundreds of Puerto Rican families that had settled in the area. Rutgers-Newark is located on the first Puerto Rican "Barrio" of Newark.

The protest gained the support of progressive civil rights organizations -- it called attention to the prejudice, and neglect that institutions of higher education had toward the Hispanic community in general and the Puerto Rican community in particular. As a reaction to our militant protest, Rutgers University agreed to make a limited response to our demands. At the time, the Puerto Rican Community made the four following demands to the University:

1. That a continuous, meaningful dialogue be established between the University and the Puerto Rican Community.

2. That by January 1, 1969, two positions be established by the University to employ two Puerto Ricans whose main function will be to scout in the Puerto Rican community for the young with university potential. To help the community use the "reaching out efforts" of the university and the university resources!

3. That the Puerto Rican Community participate with the University in the selection of these persons.

4. That the University notify the Chair of this Committee within the next month of the action taken on these initial requests.

The document also stated that, "These four (4) demands represent only an initial request. That the Puerto Rican community, as represented by this committee, will continue to work towards its goal to make Rutgers in Newark truly responsive to the Puerto Rican minority, in all areas, relevant to the University's functions and purposes." - Comité Pro Educación Profesional del Puertorriqueño.

The lessons to be gained from that "landmark" are: (1) forceful, collective action is a powerful strategy in effecting change; (2) a few committed individuals -- with a well thought out strategy can be effective. Thirteen (13) high school students -- today in this conference there are one hundred compañeros de lucha -- what is going to be our course of action? What can we expect to accomplish?

Landmark 2. On November 15, 1968 a group of Puerto Ricans presented a series of demands to Chancellor Dungan and the Board of Higher Education. The demands centered on the area of "open admissions policy" and "financial aid" to students. The battle of "open admissions" at the University and State Colleges was essentially lost, but a few cracks were opened: affirmative action efforts have been abandoned -- the limited progress gained in the 1960's is being "recalled" -- and the "no tuve-no tengo" Hispanic population is in real danger of being shut off from the University and four-year State Colleges.

The lesson is clear, -- we must continue our ten-year struggle for free access to the institutions of higher education -- "free access" based on concepts of affirmative action, not equal opportunity. We must continue the struggle to assure that the "access" to higher education is not a tricky revolving door that gets us "in and out" in the first two years of attendance. This "revolving door" practice applies not only to students, but also to faculty and staff.

Landmark 3. In 1970, Governor Cahill appointed Mr. Joseph Rodriguez to the New Jersey Board of Higher Education, the first and only Hispanic to serve in that position. Since 1974 we do not have any Hispanics on the New Jersey Board of Higher Education. We have lost out in accessibility and influence in the highest policy-making body for higher education in the State of New Jersey.

The lesson this landmark event teaches us is that the Board of Higher Education is a political body that responds to political pressures and expediencies. We must sophisticate our political strategies and organizations so that political bodies respond affirmatively to our needs; that at the very least they cannot "take away" past gains.

Landmark 4. In September 1970, the New Jersey Puerto Rican Convention passed a resolution of censure against Rutgers, the University Provost and the Dean of Admissions. The resolution condemned the racist behavior of the University officials and adjudicated them personally responsible for their role in perpetuating institutional racism.

An important lesson to be gained from this landmark is that the Hispanic Community in its wholeness is involved in the struggle for higher education. It is also important that we expose not only institutional racism but also hold accountable the individuals who implement the racist policies and practices of institutions. In recognizing the power and the inter-relationship and mutual support in the state political system and in the Higher Education system, we must organize as an effective coalition of students, faculty, staff and community. Our goals and agenda cut across the total community spectrum and any organizational vehicle that we develop in this conference should include participation of the whole community.

Landmark 5. On October 2, 1970, following the action taken by the New Jersey Puerto Rican Convention, a delegation met with Dr. Mason Gross, President of Rutgers, Dr. R. Schlatter, Provost, and Dr. J. Swenk, Vice President. The delegation had a prepared statement.

I will read the whole document because I believe that if we change the date and the names of the persons to whom it is addressed it will be as true today as it was October 2, 1970. If anything has changed it has been retrenchment of past commitments by the University. (See following page.)

INTRODUCTION:

Approximately two years ago a group of concerned Puerto Ricans visited the administration of Rutgers University to make known the fact that there are great inequalities in the participation of the Puerto Rican Community in Rutgers University, particularly Puerto Rican student enrollment, faculty and other supportive services.

Since that time, very little has been done to ameliorate these inequalities. Again another group of concerned Puerto Ricans meets with Rutgers University. The issues are the same.

Although the Civil Rights Act of 1964 prohibits discrimination against Puerto Ricans in the areas of admission policy, counseling, financial assistance, housing, placement, and student activities, we still contend that, in 1970, there is de facto discrimination against Puerto Ricans in the areas of recruitment, admissions, financial aid, faculty hiring, counseling, and other supportive services.

RECRUITMENT:

The State of New Jersey has a Puerto Rican population of 250,000, with approximately 52,000 of these currently attending school. However, less than 250 Puerto Rican students are attending Rutgers University. We find, further, that Rutgers University employs only one Puerto Rican to do recruitment of Puerto Rican students for the entire University on a full-time basis. This is entirely inadequate.

ADMISSIONS:

Much of the problem of enrollment of Puerto Rican students at Rutgers University is due to the fact that there is not one Puerto Rican admissions official in any of the colleges of the University. We feel that there should be at least one admissions official and one recruiter in each of the admissions offices of the University.

FINANCIAL AID:

This issue goes hand-in-hand with the issue of admissions. Similarly, the same lack of Puerto Rican personnel in a decision-making capacity exists in every financial aid office of the University. It is a known fact that Puerto Ricans in New Jersey have the lowest earning level and have the greatest economic need and that without financial aid over 90% of our students would not be able to make it through college. Our students are not getting sufficient financial aid, not because it is not available, but because preference is being given to other groups.

FACULTY:

In addition, we find that there is an insufficient number of Puerto Rican faculty who can teach courses relevant to the Puerto Rican students.

COUNSELING:

In the entire University there is but one Puerto Rican Counselor assigned to the Rutgers-Newark Urban Education Department, leaving the problems confronted by Puerto Rican students almost entirely unattended.

RELEVANT COURSES:

The University has responsibility to provide an education that meets the needs of its students, therefore, we urge the establishment of a Puerto Rican Studies Department in each of the Colleges.

EFFORTS TO CAUSE CONFLICT BETWEEN PUERTO RICAN AND BLACK STUDENTS:

We can no longer tolerate efforts to cause a rift between black and Puerto Rican students by the provision of services to one group and not the other. The Puerto Rican community is concerned and feels that this is a planned strategy of Rutgers administrators.

The Puerto Rican Community received a reply from Rutgers University. In a letter dated October 13, 1970, signed by Dr. Mason Gross, the University made the following promises to our community.

> I recognize the urgent needs of the Puerto Rican community, and I have asked Dr. Kramer and Vice President Clifford to give a high priority to those needs.
>
> As an immediate step, Vice President Clifford and Dean Boland have enlisted Mrs. Blake's help in recruiting a Puerto Rican Director of Counseling for Newark. As additional vacancies occur in the Counseling area, we will make every effort to appoint people who can work with Puerto Rican students and who have the support of the Puerto Rican Community.
>
> We want now to make a special effort to recruit able Puerto Rican staff as well as students. The Provost's memorandum of December 8, 1969 to Deans and Directors stated:

"A reserve of academic teaching lines once again will be available for those divisions seeking to employ able, minority-group persons in their departments. This year, particular attempts should be made to attract able Spanish-speaking, and especially Puerto Rican, personnel to join our teaching staff."

However, at the Provost's Cabinet meeting of October 12, the Provost asked the Deans and Directors to make a special effort this year to recruit Puerto Rican as well as Black staff members. He would appreciate hearing from Aspira the names of qualified candidates to submit to the appropriate Deans and Directors.

Finally, I support your request for a greater emphasis on Puerto Rican studies in the curriculum. The offering of new courses is, obviously dependent upon the availability of resources and upon student demand. Moreover, the shape of the curriculum, is the responsibility of each college faculty.

I note that Livingston College in New Brunswick includes Puerto Rican studies in its curriculum at the present time, and I know that Faculty committees in Camden and Newark are discussing adding these studies to their course offerings. I have instructed the Provost to support those efforts, and, again, at the meeting of the Provost's Cabinet on October 12, he urged the appropriate Deans to bring your request to the attention of their Faculties.

As I indicated before this document is as true today as it was in 1970. The university officials have changed, their administrative practices vis-a-vis Hispanics remain unchanged. The base number of Hispanics in the State has risen to 634,000, but the percentage of participation of students remains below the 3% mark. Puerto Rican studies at Newark and Camden remain another unfulfilled promise. The "affirmative action" posture of Dr. Gross' letter has changed in the 1978 to one of "equal opportunity." Since we are "not equal", there is no real opportunity.

Dr. Kenneth Wheeler, Provost in New Brunswick campus, addressed the following letter to Professor Abraham Espada - Chair of Puerto Rican Affairs Community:

November 8, 1978

TO: Professor Abraham Espada, Chairman
Puerto Rican Affairs Committee
Graduate School of Social Work

FROM: Kenneth W. Wheeler
Provost

In response to your October 16th memorandum, let me express my appreciation for your continued concern, which I share with you, on matters affecting Hispanic, especially Puerto Rican, members of the Rutgers community. Indeed, my concern, which you helped to focus on specific issues at our June 19th meeting, led me to call together a formally organized and official group which met on September 11th. The group consists of deans, faculty members, and staff members representing the schools and colleges on the New Brunswick campus.

As I'm sure you will agree, if we are going to make progress in the recruitment, appointment, and retention of Hispanic faculty and staff members, we need the counsel of a group which represents those members as well as the units' hiring authorities. This is the group which met early this fall, and a subcommittee of this group is working with Dr. Mitchell on specific projects to increase the Hispanic, especially Puerto Rican, presence at Rutgers in New Brunswick (you understand that the Newark and Camden campuses are not under the jurisdiction of this office).

The subcommittee met yesterday and agreed on several projects which we hope will result in greater Puerto Rican representation at all levels of employment in the University. The committee was enthusiastic about its prospects for positive impact on the University community, and I have no doubt that the committee will work diligently toward goals both you and I seek to achieve.

I hope you are reassured about the sincere intention of this office to resolve problems we clearly recognize and to pursue employment objectives to which we are committed.

HOW LONG ARE WE GOING TO WAIT, AND HOPE FOR PROMISES THAT NEVER HAPPEN?

Landmark 6: These last two years, the community has been fighting the university in an effort to remove the discriminatory practices that prevent deserving Hispanic faculty from promotion. While the University Committee of Review has ruled in favor of the class action grievance submitted by the Hispanic Community to this date, Acting President Pearson has not honored the recommendation of the Committee of Review.

Another "life and death" battle is now being fought by the Association of Latin American Law Students. The faculty is considering to abolish the Minority Student Program at Rutgers Law School. The Bakke case has become the new super weapon against minorities. "Estas luchas estan en pie!"

So far, my brief account of selective historic episodes has dealt exclusively with the Department of Higher Education and Rutgers University. How about the struggle at State Colleges, and County Two-year Community Colleges? At the State Colleges, the community has pressured administrators, especially in the areas of student recruitment and financial aid. In spite of the fact that State Colleges do not place the same emphasis upon research and publication that the University does in these areas, Hispanic faculty, especially at the senior ranks, is almost non-existent.

Landmark 7: The Cuban community took the leadership in pressuring Montclair State College to institute at a master level, a program for Hispanic guidance counselors. In addition, "a Week-end" College Program that serves predominantly Hispanics is also in operation. At one point, a Puerto Rican, Hector Rodriguez served on the Board of Trustees of Montclair State.

Lesson: It is important to have impact on curriculum and to shape curriculum innovations that respond to the special needs of the Hispanic community. However, caution must be exercised to insure that these innovations do not acquire a "second class", or a "marginal" status in the institution. Their educational value must be solid and, to place graduates in a competitive position in the market place.

At the present time, a class action suit is being instituted by participants of the bilingual program implemented by Montclair State. The graduates claim that they received a "monolingual" (Spanish) education, that did not prepare them to pass the State exams required to obtain certification.

When his term expired, Hector Rodriguez was not replaced by another Hispanic. We have lost input at the Board of Trustees level in Montclair State.

Landmark 8: The Community Colleges are visualized as the most accessible door for poor Hispanics in the Public Higher Education System. The data available indicates that only in six of the Community Colleges throughout the State are there Hispanics in positions that can impact on curriculum and/or in shaping significant administrative policies and procedures.

Our historic account has been sketchy, selectively highlighting certain aspects. It leaves out many struggles and efforts of compañeros throughout the State.

There is a need to record our history; at the present time there is no depository of our history. Our struggle, by and large, is not reported in the press, is not recorded in minutes, is scattered in the heads and hearts of hundreds of Hispanics residing in and out of New Jersey. It is in desk drawers, files, all over -- waiting to be flushed out and recorded.

In general, we can say, that we are at a crucial point in our struggle. Ten years of community efforts have had little impact in the State System of Public Education. Our gains have been minimal.

There has been some increase in the recruitment of students, some increase in faculty; and staff appointments, one or two persons at the Department of Puerto Rican Studies in the State University, two or three bilingual programs in State and County Colleges, and a dozen or so courses of relevance to Hispanics in State and Community Colleges.

We are moving into a period where the conservative forces of racism and sexism have come forward from the modest retreat forced on them by the militant actions in favor of human rights that characterized the 1960's. Once again, reactionary conservatives, racists, sexists, groups characterized by their anti-humanistic philosophy are openly influencing and shaping public policy. We are one of the main targets of discrimination.

Educational systems at all levels are being programmed to spindle, mutilate and reject us. They are doing it very politely, without the overt discriminatory language and practices common before 1960. They meticulously follow the rules of "due process."*

*Due process is defined as a democratic, orderly, objective procedure designed to protect individual rights and ensure equal opportunity. Due process for the Puerto Rican community is a majority imposed process that in an orderly, efficient, seemingly objective way, insures the perpetuation of institutional racism, sexism, classism, and absolves the institutional representatives from personal responsibility in the action. THE HUGE SYSTEMIC COMPUTER OF ANGLO INSTITUTIONS IS PROGRAMMED TO SPINDLE, MUTILATE, AND REJECT THE PUERTO RICAN.

The Leiderman paper is a major instrument for us to use in this conference. Together with the papers submitted by the presentors in each of the workshops, we have the information and tools needed to formulate an Hispanic plan for Higher Education in New Jersey.

The Call mandated the establishment of 22 different task forces. These task forces have been constituted. There are four Hispanics appointed to task forces (Sonia Sado to the Commission to Study the Mission, Financing and Governance of the County Colleges; Luis Nieves, Chair to Financial Aid Task Force; Maria Mercado and Salvador Flores to Improving Education to Urban Areas). Crucial task forces, such as Boundaries for Admission Policies, Programmatic Mission Differentiation, Graduate Education Sub-Committee, Non-traditional Education, Teacher Certification, Basic Skills and Testing, Student Facilities and Services, Financial Principles, Health Professions Education Financing Study, Academic Accountability and Vocatioanl Education have no one that can represent the Hispanic interest and point of view. The best we can hope for — if we depend upon the recommendations of these task forces -- is some provision for the inclusion of "privileged" — Hispanics, those who meet traditional criteria. The "have nots" will be excluded again.

It is, therefore, imperative that we apply ourselves in the next twenty-four (24) hours to the task of developing the "Hispanic Higher Education Call for 1980" and set into motion the appropriate mechanism to follow through and implement "Our Call" - our "Grito de Lucha."

In the hope that it will facilitate our task, I would like to point our a series of assumptions and suggestions for your consideration:

1. We cannot rely upon "good faith" statements or gestures by the Higher Education establishment and assume that their plans will include us and effectively meet our needs. Let us not be misled by phrases such as "including talented minority students," or "equal opportunity." In fact, after carefully reading The Call, I believe that its net effect will be a further erosion of Hispanics at all levels in institutions of higher education in New Jersey.

2. Our initiative and plans must be bold, creative and revolutionary in their nature and approach. Reformist initiatives, more of the same, will not meet our needs. For example, we must think of establishing our own institution of higher education (notice I do not use the word college or university), one that would cut across the established colleges and the universities -- relating to, but independent of, those established institutions. This could be a viable vehicle capable of carrying out several functions, such as: (1) research and publication; (2) college credits; (3) evaluation of students' work-life experience for college credits; (4) recruitment and placement of faculty and students in institutions of higher education throughout the State; (5) educational advocacy on behalf of the Hispanic Community. This is an ambitious suggestion,

one that given our present resources and organizational strength might be seen by many as "pie in the sky," and wishful thinking. Let us make the words of the serpent in Bernard Shaw's "Back to Methesatah" our own:

> "You say things and say why, but I dream
> things that never were and I say why not."

3. We must explore how we can use the judicial system to force the higher educational establishment to stop its exclusionary practices. Perhaps we need to request a Congressional investigation to look into the apparent collusion between regulatory agencies entrusted with enforcing antidiscriminatory practices and public institutions of higher education.

We have capacity to make this conference our most significant historic landmark. Our task here is to:

1. Analyze the data and interpretations presented in the various papers presented.

2. Prepare in each workshop a set of recommendations for approval in in the Plenary Session tomorrow afternoon. These recommendations will constitute the foundation of our Grito de Lucha, The Hispanic Higher Education Statewide Plan.

3. Clearly outline a strategy(including tasks and timetable) to implement the Hispanic Higher Education Statewide Plan. Our Grito de Lucha.

4. Create the vehicles (organization, committees, task forces) necessary to carry out the strategies we plan.

5. Develop a personal committment to be active participants, accountable to each other for our performance, drawing strength from each other for the long uphill war ahead of us-- fully aware that our communities have the right to demand that we perform with excellence, or abdicate our leadership.

The task is awesome — it is a heavy responsibility — but one, that as I look around this room, I know we are able and eager to carry out. I know enough of you personally, of your past performance, to feel confident that we will not "cop out."

It is time now to move into the workshops to begin the task. Our responsibility is awesome — our determination is firm, our collective strength is equal to the task -- COMENZEMOS LA TAREA!

An Examination of the Implications of Current Trends and Issues in Policy and Planning for Hispanics in Higher Education

Discussion Paper written by:

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for "First New Jersey Statewide Conference of Hispanics in Higher Education"

December, 1978

INTRODUCTION:

According to an old Chinese Proverb, "A journey of a thousand miles begins with a single step." To paraphrase this adage into the arena of this paper let us say that "the Comprehensive Higher Education Planning Process began with a single thought." The question arises, "How far are we on the thousand mile journey?" Or we can ask, "How many steps have we taken since Master Plan Phase I, Master Plan Phase II, and what steps should we take with respect to Hispanics in New Jersey in Master Plan Phase III?"

The answers to the above questions will vary according to the community in which the questions are asked. Some sectors have taken great strides, while for Hispanics, the distance still is not measured in miles, but in feet.

This paper attempts to serve as a begirning point for discussion on policy issues affecting Hispanics within the larger Higher Education Community. We are concerned here with the educational priorities of the State Government of New Jersey; what the government does, why it does it, and who benefits from it. Our policy analysis will attempt to examine policy formulation issues which reflect deficient distributions of educational opportunities to Hispanics.

We trust that, by discussing policy issues, the Hispanics attending this conference will become better equipped to have a greater impact in shaping the outcome of the Higher Education Master Plan for the 1980's.

I. Definition of Public Policy

Many writers on Public Policy define it as the statement of social goals and strategies consisting of courses of action that affect the mutual relationships of people with their government and their relationship to the society as a whole. Public Policy, then, is the government's value-laden framework carried out in laws, policies and practices affecting the whole society.

Laswell and Kaplan define policy as "a projected program of goals, values and practices," [1] and Carl Fiedrich says that "it is essential for the policy concept that there be a goal, objective or purpose."[2]

1. Harold D. Laswell and Abraham Kaplan, Power and Society (New Haven: Yale University Press, 1970), p. 71.

2. Carl J. Friedrich, Man and his Government (New York, McGraw Hill, 1963), p. 70.

Thus, public policies may be regulative, organizational, distributive, or extractive, or all of these things at the same time. In effect, the government distributes rewards and services to members of the society; it extracts money from society, most often in the form of taxation; it regulates conflicts within society, and it organzies society to carry out conflicts within and with other societies.

In order to understand the causes and consequences of government activity we need a conceptual framework that will suggest the relationship and gaps between factual information, projected trends and policy outcome. What may be suggested rather than vast new or additional programs is public policy geared to the effective utilization of appropriations resulting in the reallocation of existing funds and resources.

Regarding the intentions of public policy, Thomas Dye has stated:

"We generally assume that if a government chooses to do something there must be a goal, objective, or purpose, but all we can really observe is what governments choose to do or not to do. Realistically, our notion of public policy must include all actions of government - and not just stated intentions of governments or government officials. Finally, we must also consider government inaction - what a government chooses not to do - as public policy. Obviously, government inaction can have as great an impact on society as government action."[3]

Public policy analysis can be used for political or advocacy purposes, i.e., to insure that government adopts the "right" policies to achieve the "right" goals. In the past, we Hispanics did not have the opportunity to be part of the planning process. As a result, we often had difficulty in accepting the programs that encompassed "pre-packaged" policies that seemed to neglect our needs and legitimate aspirations. We now have an exceptional opportunity to add our sector's input into the projected plans for Higher Education.

The DHE "Call" refers to a draft document prepared and circulated by the Board of Higher Education as the first step in the process for developing a new Statewide Plan for Higher Education in New Jersey for the next decade.

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3. Thomas R. Dye, Understanding Public Policy (Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1972) p. 2

In it, the DHE states that "the process by necessity must be a cooperative venture....It is both hoped and expected that all members of the higher education community, the public at large, and members of the executive and legislative branches of government will participate openly and critically in this process."[4]

The main task for us at this juncture is to explore the policy implications of the "Call" as they relate to the future of Hispanics in Higher Education. An additional task is the development of alternative policies and recommendations which will result in a more responsible educational policy for Hispanics in the State of New Jersey. We will also use policy analysis as a systematic approach to build a stronger awareness of the needs of Hispanics at all levels of the educational system.

We hope these efforts will create an impact resulting in equity in Higher Education that will discourage retrenchment, alienation, and segregation. Perhaps the most comprehensive expectation we may have from policy analysis is the appropriate distribution and guarantee of the right to higher education for our people and the effective re-allocation of human technological and economic resources to insure our progress in higher education.

In order to assist the reader in the discussion of policy implications of the "Call", it may be helpful to think of some of the major linkages that may influence policy decisions in the development of the new Master Plan. We offer the following diagram as a way of explaining policy analysis (See Figure 1 and accompanying definitions).

4. Call by the Board of Higher Education for the preparation of the 1980 New Jersey Higher Education Statewide Plan, Trenton, New Jersey, p. 1

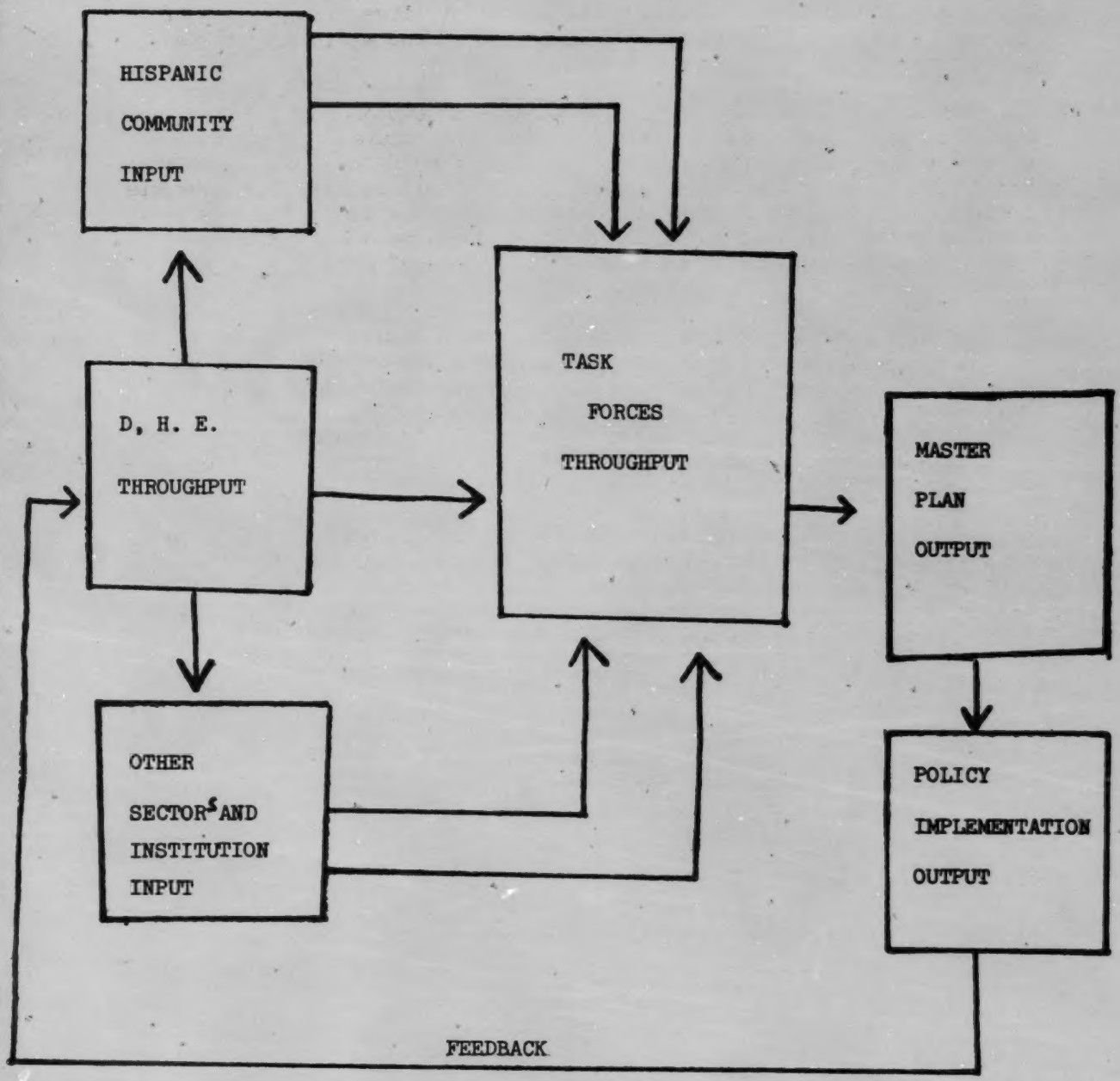

Figure 1. Policy Formulation linkages and Implementation Feedback indicated by directions of arrows.

DEFINITIONS OF TERMS IN FIGURE 1.

The model in Figure 1 suggests the exchange between linkages and their inter-relationships. It is necessary to describe several terms used in the relationship and relate them to the goals of our conference.

-INPUT: represents the DHE's acquisition of resources and supports from the environment that are used for task attainment.

-THROUGHPUT: are those inputs which the DHE takes from the environment and transforms, connects, or processes in a modified form as an out-put.

-OUTPUT: the finished product of the planning process. The outcome will be the New Jersey Master Plan for Higher Education, Phase III.

-FEEDBACK: consists of the ongoing formal and informal monitoring procedures that provide information on the consistency and continuity among input, output, and throughout.

LIST OF IMPACT
FACTORS THAT INFLUENCE THE INPUT, THROUGHPUT AND OUTPUT
PROCESSES IN FIGURE 1.

I. INPUT: Process and behaviors of participants, racial and economic composition, class structure, characteristics of communities (e.g. Urban or Rural), environmental forces and conditions, political, social and organizational bodies and interest groups, prevalent social values, resources available.

II. THROUGHPUT: Issues in Higher Education, available and projected resources, concept of comprehensive planning, legislative mandate, previous Master Plan. Call, Bureaucracy, Power Structure, Elite entrenchment, Conflict levels, Constraints.

III. OUTPUT: Projections of enrollment trends, changes in populations, reduced barriers to education, mechanism for rights distribution, broadened social participation, projected growth, retrenchment or re-allocation of human, technological and economic resources, enhanced quality of life, trade offs, and constraints.

Many authors establish a difference between policy advocacy and policy analysis. Thomas Dye ascribes these distinctions to different required skills. Policy advocacy, he states, requires skills in rhetoric, persuasion, organization, and activism. Policy analysis is seen by the author as scholarly activities to attack critical policy issues with the tools of systematic inquiry.[5]

Although the author implies that policy analysis is a prerequisite to prescription, advocacy, and activism, the disastrous state of Hispanic participation in higher education indicates that we must combine both elements in our deliberations, tactics and strategies to alter the present situation.

The DHE call has policy recommendations which are still in a proposal stage. Your participation in the conference workshops, designed to assist in policy analysis, can open new avenues for the overall reduction in the inequality of rights to higher education for Hispanics. The intent of this conference is to significantly increase our influence on policy decision of the Board of Higher Education, especially as they relate to Hispanic needs and aspirations. These are the beginning steps in a lengthy task. Be patient but assertive. Your input counts.

II. Planning Considerations

Policy and Planning Issues

Policy decisions are influenced by verified relationships and unverified relationships. Some verified relations are (for example): bureaucratic and staff interests, technology, allocations, and budget. Examples of unverified relationships in our case are Awareness of Hispanic Higher Education Needs, Increasing Proportion of Hispanics in the State population, under-utilization of Hispanic talent in professional training programs, underemployment of Hispanic faculty and staff. The unverified relationships are usually not taken into account by policy makers or are incorrectly considered.

It is our contention that the DHE "Call" has adequately dealt with the verified relationships, however, it has not considered the Hispanic input until now.

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5. Dye, Ibid, p. 6

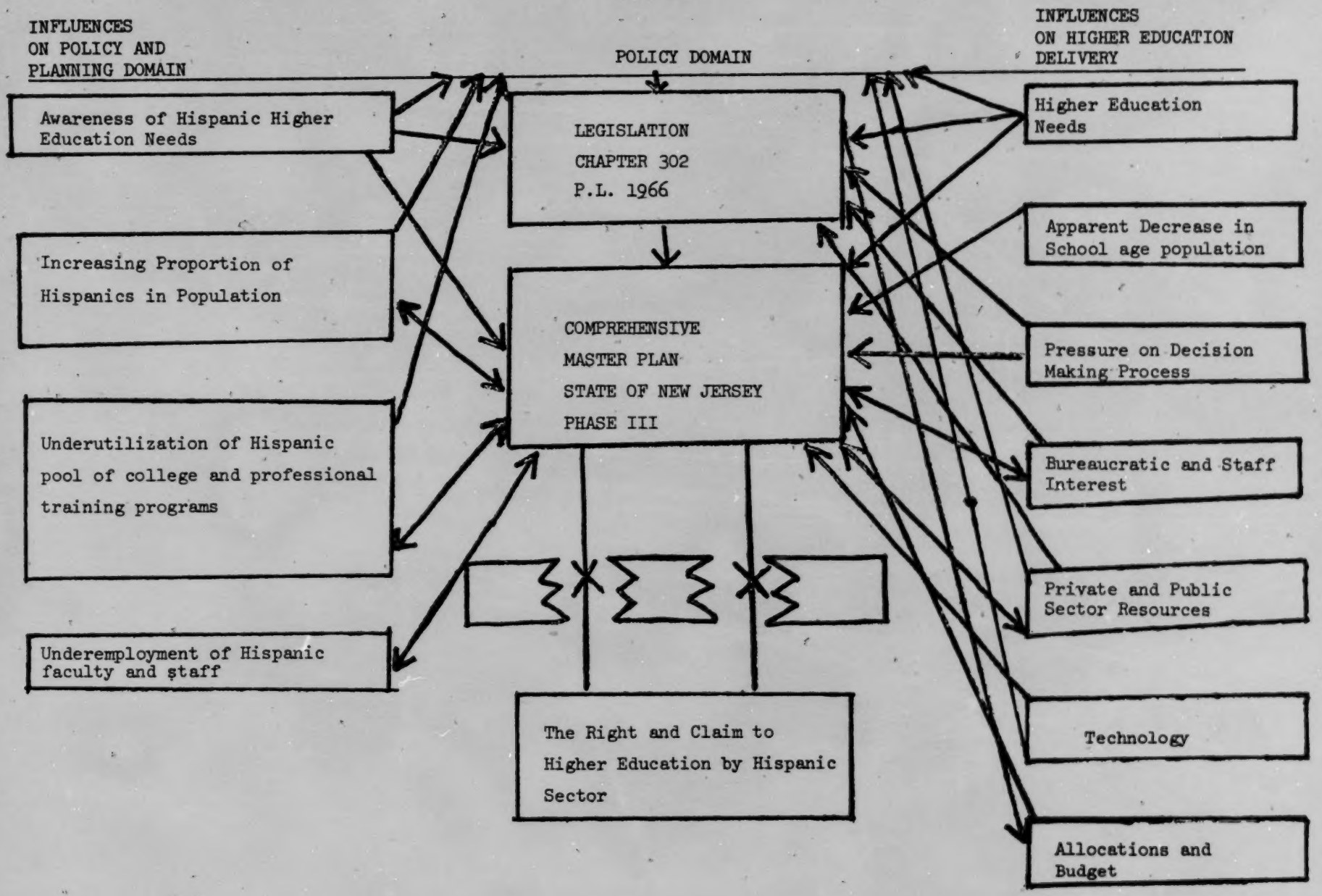
The major unverified relationship is between Hispanic Higher Education needs and the actual provision of Higher Education expanded opportunity to Hispanics. We want the latter to be an important objective of the Board of Higher Education.

There is precedent for the above expectation in similar situations when the State responded with increased expenditures for education. For example, in post-World War II, colleges expanded rapidly to accommodate the baby boom and, in the late 60's, programs were directed to respond to social demands emerging from the Civil Rights movement to train a wider pool of minority students.

The increased numbers of young Hispanics in New Jersey has yet to be accounted for in educational planning.

Although the relationship proves to us that the provision of access to Higher Education for Hispanics should be an automatic consideration in the design and delivery of Higher Education services, it does not immediately follow. The fact is that the policy making process, which translates needs into relevant services will be affected by other factors, including: the legislation and its interpretation, the defined scope of Higher Education services and activities; pressures upon the decision-makers who control the allocation of resources; the capabilities and interests of bureaucratic staff; the availability and utilization of appropriate technology; a definite budget in light of new political realities in the 1980's, including an increased Hispanic vote; available community resources. All these factors must be accounted for in a sophisticated plan of action that will result in employing planning mechanisms and technology to achieve change in the conditions that will provide a greater redistribution of Higher Education opportunities. Figure 2 illustrates the decision making influences in the policy and planning domain and the influences on the Higher Education Delivery Domain.

FIGURE 2


INFLUENCES ON POLICY AND PLANNING DOMAIN
POLICY DOMAIN
INFLUENCES ON HIGHER EDUCATION DELIVERY
Awareness of Hispanic Higher Education Needs
Increasing Proportion of Hispanics in Population
Underutilization of Hispanic pool of college and professional training programs
Underemployment of Hispanic faculty and staff
LEGISLATION CHAPTER 302 P.L. 1966
COMPREHENSIVE MASTER PLAN STATE OF NEW JERSEY PHASE III
The Right and Claim to Higher Education by Hispanic Sector
Higher Education Needs
Apparent Decrease in School age population
Pressure on Decision Making Process
Bureaucratic and Staff Interest
Private and Public Sector Resources
Technology
Allocations and Budget

In the past, Master Plan decisions have been more influenced by the "other factors" than by Higher Education needs of the Hispanic community or target populations. Part of this can be attributed to the lack of information about specific Hispanic Higher Education needs and to the lack of reliable needs assessment techniques.

III. Data Profile

A. The issue of student enrollment and Population Ratio

The Higher Education needs of the Hispanic Community in New Jersey are considerable, complex and ever increasing. Although the emphasis during the previous decade of Phase I of the Master Plan and Phase II of the Master Plan was "on creating space and expanding opportunity and diversity of opportunity," the total enrollment of Hispanic students reached only a 1.7 percent increase distribution for all full-time undergraduates from 2.0 in the fall of 1972 to 3.7 in the fall of 1976. For part-time undergraduates the increase was from 1.7 to 3.1, a net increase of 1.4.[6]

To illustrate further the above comparisons a collapsed table of undergraduates in the State of New Jersey will highlight what happened in 2 points in time in Academic Institutions with respect to Hispanic enrollment. (See Table 1.)

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6. Sources: U.S. Office for Civil Rights Form OS-34 in 1972 and U.S.Office of Education Form 2300-2.3 in 1976 ("Compliance Report")

TABLE 1

PERCENT DISTRIBUTION OF FULL TIME AND PART TIME UNDERGRADUATE HISPANIC ENROLLMENT IN NEW JERSEY COLLEGES AND UNIVERSITIES BY COLLEGIATE SECTOR. FALL 1972 and FALL 1976

TYPE OF STUDENT Institutional Sector	Fall 1972 % Distribution: Hispanics	Fall 1976 % Distribution: Hispanics
FULL-TIME UNDERGRADUATES		
State Colleges	2.1	4.0
Rutgers University	2.3	3.3
NJIT	4.7	5.1
CMDNJ (Sch. of A.H.P.)*	NOT APPLICABLE	5.2
Community Colleges	2.2	3.9
Independent Colleges	1.4	3.5
TOTAL, ALL FTU	2.0	3.7
PART-TIME UNDERGRADUATES		
State Colleges[1]	3.3	4.9
Rutgers University	0.1	2.0
NJIT	3.5	2.4
CMDNJ (Sch. of A.H.P.)*	NOT APPLICABLE	NO PART TIME
Community Colleges	1.4	2.7
Independent Colleges	1.3	2.4
TOTAL, ALL PTU	1.7	3.1

1. Includes Thomas Edison in 1976

*School of Allied Health Professions

However, if one looks at a longer time period for full-time undergraduate enrollment, the increase is from 1.2 to 3.7, an increase of 2.5 percent.

A closer analysis of the same table for the six-year period (See Table 2) indicates that the most significant increases occurred between the Fall of 1972 and the Fall of 1974. That rate of increase has not kept pace, as shown by the 1976 statistics, with the exception of the N.J. Institute of Technology which went from 3.7 to 5.1% in the same period. This may be an indication of the demand for technologically trained Hispanics in private industry.

More significantly, the period of 1972-74 was a time of accelerated pressures on colleges to respond to stricter Federal enforcement of Affirmative Action and Equal Opportunity demands. (See Table 3)

Comparison of Tables 2 and 3 indicates that the "drop-out" rate for Hispanics was 0.4% in 1972 and 0.3% in 1976. These dropout rates must be analyzed to identify the factors which contribute to Hispanics' exit from Higher Education.

The following tables and those figures in Appendix I are excellent indicators of the slow growth and ever apparent need to increase Hispanic student enrollment. The demand for education is expected to increase as the percentage of Hispanics in the State of New Jersey rises to a projected 10% of the total State population by the year 1980. The 1975 rate of 7% equalled 550,000 people of the estimated State population of 7,433,920. (See Table 4).

In its research on Blacks and Hispanics in Higher Education the DHE states that the 1970 census data provided the contextual basis for college enrollment and that there is a causal relationship between the absolute percentage of 4% of Hispanics in New Jersey and undergraduate enrollment.[7] This statement and its implications for policy formulations must be rejected. In the compilation of this paper one fact became glaringly evident. Government agencies have failed to accurately document a profile on the Hispanic community. Federal programs for specific geographic areas, frequently allocate funds according to population size. The Hispanic community has been neglected and deprived of access to higher education, if in fact the colleges and universities of the State measure the relationship between student enrollment and population ratios.

The "Call" also considers that "the number of Hispanics parallels the percentage of this group in the general population. Hispanics composed 4% of New Jersey's population according to the 1970 U.S. census and they were approximately 3.7% of the students enrolled in New Jersey Colleges and Universities in the fall of 1976."[8]

What is at once vexing and embarrassing about this stated achievement is that it perpetuates and compounds the error already publicly acknowledged by the U.S. Bureau of Census as an undercount of Hispanics. The Census Bureau has promised to rectify this situation in the 1980 census but, as you can see, its existence is having devastating effects on opportunities for equitable access to higher education by thousands of our Hispanic daughters and sons.

7. DHE New Jersey department of Higher Education Research Report 78-1, May, 1978, p. 3

8. Call, Ibid, p. 103

TABLE 2

PERCENT DISTRIBUTION OF FULL-TIME AND PART-TIME UNDERGRADUATE[1] ENROLLMENT IN NEW JERSEY COLLEGES AND UNIVERSITIES BY COLLEGIATE SECTOR AND ETHNIC[2] GROUP: FALL 1970 to FALL 1976

	FALL 1970				FALL 1972				FALL 1974				FALL 1976			
	% Distribution:				% Distribution:				% Distribution:				% Distribution:			
	Blk.	Hisp.	All Other	Total N (100%)	Blk.	Hisp.	All Other	Total N (100%)	Blk.	Hisp.	All Other	Total N (100%)	Blk.	Hisp.	All Other	Total N (100%)
FULL-TIME UNDERGRADUATES[1]																
State Colleges	5.8	1.2	93.0	28,385	8.0	2.1	89.9	40,539	7.2	3.6	89.2	47,596	8.2	4.0	87.8	44,420
Rutgers University	6.0	0.8	93.1	18,573	11.5	2.3	86.2	20,637	9.7	3.0	87.3	23,856	11.1	3.3	85.6	25,801
NJIT	2.2	2.8	95.0	3,071	3.9	4.7	91.4	2,569	5.4	3.8	90.8	2,647	4.9	5.1	90.0	3,102
CMDNJ (Sch. of AHP)	NOT APPLICABLE				NOT APPLICABLE				DATA NOT AVAILABLE				22.2	5.2	72.6	153
Community Colleges	15.6	1.8	82.6	24,477	16.0	2.2	81.8	30,547	17.9	3.7	78.3	36,017	17.0	3.9	79.1	41,172
Independent Colleges	3.2	1.0	95.8	36,940	4.8	1.4	93.8	37,041	6.8	2.8	90.0	33,836	8.6	3.5	87.9	34,428
Total, All FTU	7.0	1.2	91.7	111,446	9.4	2.0	88.6	131,333	10.2	3.3	86.5	143,952	11.2	3.7	85.1	149,076
PART-TIME UNDERGRADUATES[1]																
State Colleges					6.0	3.3	90.7	15,250	8.0	4.5	87.5	22,238	8.5	4.9	86.6	22,804
Rutgers University					1.0	0.1	98.9	8,424	14.4	2.7	82.9	8,801	14.8	2.0	83.2	8,069
NJIT					4.1	3.5	92.4	861	2.6	1.6	95.8	1,491	4.4	2.4	93.2	1,579
CMDNJ (Sch. of AHP)					NO PART-TIME ENROLLMENT				NO PART-TIME ENROLLMENT				NO PART-TIME ENROLLMENT			
Community Colleges					10.1	1.4	88.5	29,734	11.5	3.5	85.0	40,823	11.0	2.7	86.3	51,279
Independent Colleges					2.3	1.3	96.4	13,693	4.8	2.4	92.8	12,883	4.8	2.4	92.8	12,971
Total, All PTU					6.4	1.7	91.9	67,962	9.7	3.5	86.8	86,236	9.8	3.1	87.1	96,702

Sources:

[1]Total undergraduate enrollment is as reported on the Undergraduate Enrollment Form (NJ HEGIS 201) in 1970, 1972, and 1974, and on the N.J. Supplement to USOE form 2300-2.3 in 1976.

[2]Black and Hispanic undergraduate enrollment data are as reported on the U.S. Office for Civil Rights Compliance Report in 1970, 1972 (OS-34) and 1974 (OS-10), and on the HEGIS Fall Enrollment/Compliance Report (USOE 2300-2.3) in 1976. The enrollment of "All Other" (which includes whites and other non-Black, non-Hispanic ethnic groups) was obtained by subtraction of Blacks and Hispanics from the total.

Note: Please see Appendix A for a list of colleges for which racial/ethnic enrollment data were not available and for which estimated ethnic data were used in the above calculations.

TABLE 3

PERCENT DISTRIBUTION OF FULL-TIME FRESHMAN[1] ENROLLMENT IN NEW JERSEY COLLEGES AND UNIVERSITIES BY COLLEGIATE SECTOR AND ETHNIC[2] GROUP: FALL 1972 to FALL 1976

	FALL 1972				FALL 1974				FALL 1976			
	% Distribution:				% Distribution:				% Distribution:			
	Blk.	Hisp.	All Other	Total N (100%)	Blk.	Hisp.	All Other	Total N (100%)	Blk.	Hisp.	All Other	Total N (100%)
FULL-TIME FRESHMEN												
State Colleges	8.9	3.0	88.1	11,749	8.0	3.7	88.3	16,465	8.8	4.9	86.3	13,417
Rutgers University	12.5	2.7	84.8	5,488	11.2	3.0	85.8	6,374	11.0	4.2	84.8	6,383
NJIT	4.9	5.1	90.0	528	5.3	3.8	90.9	773	9.4	7.8	82.7	765
CMDNJ (Sch. of AHP)	NOT APPLICABLE				NOT APPLICABLE				40.0	12.9	47.1	70
Community Colleges	16.3	2.4	81.3	20,651	19.0	3.9	77.1	24,346	14.7	3.3	82.0	27,737
Independent Colleges	5.4	1.6	93.0	12,165	7.1	3.3	89.6	10,482	11.1	4.1	84.8	11,929
Total, All FT Freshmen	11.4	2.4	86.2	50,581	12.7	3.6	83.7	58,440	12.2	4.0	83.8	60,301

Sources:

[1]Total freshman enrollment is as reported on the Undergraduate Enrollment Form (NJ HEGIS 201) in 1972 and 1974, and on the HEGIS Fall Enrollment/Compliance Report form (USOE 2300-2.3) in 1976. (Please note that "freshman" includes first-time college students as well as other students enrolled in the first year of college.)

[2]Black and Hispanic freshman enrollment data are as reported on the U.S. Office for Civil Rights Compliance Report in 1972 (Form OS-34) and 1974 (Form OS-10), and on the HEGIS Fall Enrollment/Compliance Report (USOE 2300-2.3) in 1976. The enrollment of "All Other" (which includes whites and other non-Black, non-Hispanic ethnic groups) was obtained by subtraction of Blacks and Hispanics from the total.

Note: Please see Appendix A for a list of colleges for which racial/ethnic enrollment data were not available and for which estimated ethnic data were used in the above calculations.

TABLE 4

Hispanics of New Jersey, 1975

Counties	Puerto Ricans	Other Hispanics	Total Hispanics	Hispanic Percentage of Total Population
Atlantic	6,849	2,477	9,326	5%
Bergen	8,710	24,227	32,937	3%
Burlington	8,752	4,966	13,718	4%
Camden	17,613	4,754	22,367	4%
Cape May	573	356	929	1%
Cumberland	13,272	1,577	14,849	11%
Essex	68,374	33,711	102,085	10%
Gloucester	2,140	1,311	3,451	1%
Hudson	78,383	75,992	154,375	25%
Hunterdon	484	766	1,250	1%
Mercer	9,799	3,377	13,176	4%
Middlesex	25,233	13,196	38,429	6%
Monmouth	10,629	8,313	18,942	3%
Morris	6,269	8,036	14,305	3%
Ocean	9,500	2,400	11,900	4%
Passaic	44,776	15,752	60,528	12%
Salem	890	326	1,216	1%
Somerset	2,210	3,128	5,338	2%
Sussex	391	1,654	2,045	2%
Union	11,902	24,892	36,794	6%
Warren	875	652	1,527	1%
Total	327,642	231,863	559,487	7%

Total State Population 7,433,920

TABLE 5

NEW JERSEY PUBLIC SCHOOL STUDENTS POPULATION CHANGE
1972 - 1977

	72-		77-	
State Total-	1,4,97,867	-	1,381,833	- 8% decrease (116,034 population reduction)
Total White-	1,174,015	-	1,036,693	- 12% decrease (137,322 population reduction)
Total Black-	236,171	-	77-	- 1% increase (2,320 population gain)
Total National Origin	87,681	-	106,648	- 22% increase (18,968 population gain)
Total Hispanic*	76,622	-	92,401	- 21% increase (15,779 population gain)

* Hispanic students are included within the National Origin category. They have been reported separately because they represent 87% of the National Origin students.

The utilization of faulty data by policy makers of the Department of Higher Education of the State of New Jersey conceals the magnitude of the real problem contained in the levels of inequality of higher education opportunities for Hispanics.

B. The issue of the decreasing student population and the error in projection for future enrollment of college students.

In addition to the lack of firm documentation of Hispanic needs for Higher Education, available data indicate that predictions of reduced enrollment will not hold true for Hispanic youngsters in the next decade. The projected enrollment decline discussed in the "Call" may be more accurate for Whites than for Blacks or Hispanics.

An unpublished study conducted by Lorenzo Pineiro sheds light on the increasing proportion of Hispanic students in grades K-12. According to his findings the pool of Hispanic students is increasing at an annual rate of 3.4%.[9]

This is significant information because of the argument used in the "Call" and other DHE data that the growth which has occurred in the past 25 years is expected to end. The reason given by DHE is that the number of high school graduates will probably remain constant or decline slightly.

The Pineiro study indicates that while the potential White college age cohort is decreasing, the Hispanic potential college-age cohort is increasing. Specifically this is true for the New Jersey Public school population in grades K-12. This increase in the Hispanic K-12 population is a significant growth factor which must be taken into consideration in the DHE planning and policy decisions for the Master Plan Phase III.

Between the years of 1972 and 1977 the New Jersey public schools lost 116,034 students, a net decrease of 8% (See Table 5). A closer look at the data shows the decrease would have been greater if not offset by a 21% increase of Hispanics, representing a gain of 15,779 students from 76,622 in 1972 to 92,401 in 1977. Note that the Hispanic students are lumped together with other students in a single category called "National Origins", although the Hispanic students represent 87% of all students categorized as "National Origin". Blacks have maintained a pattern of steady growth although these gains have represented a small increase of 1% (2,320 students from 236,171 in 1972 to 238,491 in 1977). This represents an annual rate of 0.2%.

The Pineiro study also indicates that "in 1972 the minority student population represented 22% of the total public school population."[10] As it stands now (1977), this population represents 25% of the State's total student population - a gain of 3% in 5 years. Hispanics increased from 5% of the student population to 7% in the time period noted. (See Table 6.)

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9. Lorenzo Pineiro, New Jersey Public School Student Population, a Statistical Analysis of State Selected Counties and Districts by Race and National Origin. 1972 - 1977 and 1982 Projections, Trenton, New Jersey, May, 1978.

10. Pineiro, Ibid, p. 8

The projections provided in the Pineiro study show that in 1982 (all factors remaining stable) the State public school breakdown will be 9% Hispanic, 19% Black and 71% White. This will represent a minority population of 28%, or another 4% increase since 1977 (See Table 7).

If this web of changes in the student population remains constant (the increase of Hispanic population and decrease in White population)it raises a number of issues germane to higher education planning and public policy making. For example, if retrenchment emerges as a policy in the Master Plan, it will be evidence of a gross policy miscalculation, because retrenchment does not take into consideration the projected increase in Hispanic and other non-traditional college enrollment. The student population data presented above indicates the need for the re-allocation of resources rather than retrenchment. A Master Plan which advocates retrenchment rather than a comprehensive plan for resource re-allocation, would not be in the public interest. It may, in addition, foster political unrest while temporarily protecting certain upper class interests. More urgently, this myopic planning approach will disenfranchise many potentially productive members of society whose contributions will never be realized.

Given these current and projected figures for Hispanic student population in the total educational system, it remains to be seen whether the hiring of capable Hispanic professionals throughout the educational system will assure that the largest number of this potential college cohort will be able to take advantage of Higher Education.

The State has already said in the "Call" that higher education opportunities should be available to all who seek them, can accept them responsibly and can benefit from them.[11]

It is further stated that "the State should insure equal educational opportunity especially for those groups heretofore restricted by economic barriers prior educational deprivation, or discrimination on the basis of race, sex, age, religion, or national origin."[12]

Oh love, oh my love
tell me
are we poor because we do not have riches
or
is it that because we don't have riches, that we are poor

(translated from an old Colombian folksong)

Assuming that the present situation for Hispanics in Higher Education in the State is reflected by both unequal distribution and neglect in the allocation of human resources then we must understand the nature of that condition and the reasons for it. One of the major reasons for the above is that the professional schools are not recruiting and training reasonable number of Hispanics. The net result is a shortage of competent Hispanic professionals in the New Jersey Public School System.

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11. Call, p. 19
12. Call, p. 19

In order to bring these two policy assumptions to fruition, the graduate and professional schools of the colleges and universities must increase the training and hiring of Hispanic professionals.

The existence of this felt need can be summarized in a general way by the formula below:

G = (CP X P) - SU
G = Community need gap
CP = Current personnel by category
P = Population size
SU = Current supply of Hispanic personnel

Thus, our community needs gap formula takes this form using the example of Certified Full-time administrators in the New Jersey public school system (see Appendix I, III, I4.)

G = (6,948 X .7) - SU
G = 486 - 51 =
G = -435

This formula can be applied to calculate the need for Hispanic personnel at all levels:

Certified elementary school teachers (Appendix II)
High School teachers
Special service staff like: guidance counselors
School social workers (See Appendix III)
School nurses
Dieticians
School principals
Superintendents of schools

The same formula can be applied to colleges and universities. Proceeding in this fashion we can calculate a set of need gaps for the entire range of different needs to be incorporated in the Master Plan.

Because Higher Education has become an important factor in the advancement of the Hispanic population in New Jersey, we need to insure that this planning process reflects our community's needs in Hispanic enrollment, Hispanic employment and vitally retention and advancement of Hispanics thus hired.

SUMMARY

To summarize, our two major points are: A. If, in fact, the institutions of Higher Education utilize census data in order to dispense services, Hispanics, having been misrepresented by that census data, have consequently been penalized and neglected. This is reflected both in the small enrollment growth and lack opportunities opened for them in the field.

B. If accurate census data and population trends are considered, (as shown in the Pineiro study) Hispanics should and must become an important factor in any Master Plan for Education in the 1980's in the State of New Jersey.

We have sought to apply the techniques and methods of public policy analysis in order to explicate the different factors that interact in the planning processes that result in either legislation or long term policy goals of the state. It is our hope that these instruments will enable us to go deeper into the meaning of the "Call" and thus, into the Master Plan. It is only by understanding all its implications that we can proceed to chart out a way for facilitating the necessary input and bringing forth the needed changes.

The above points represent only two salient features of policy issues to which this Conference should address itself. They are by no means the only problem areas, and it will be the responsibility of the workshops to identify, explain and analyze them so that we can impact upon the planning process and the policy outcome. For the purpose of enriching the discussion, we have touched upon some of these issues, and decided upon the following recommendations:

Recommendation No. 1

1. Increase the enrollment of full-time and part-time Hispanic students to a 10% minimum as Statewide goal.

2. Increase the enrollment of Hispanics in all graduate professional training schools that have a direct or indirect influence in raising the academic standards of elementary and secondary schools. This entire effort in enrollment of Hispanics will increase the number of trained Hispanics in the State districts with significant Hispanic population.

3. Utilize more Hispanic faculty and staff in designing and implementing educational programs, curriculum and research at all levels of Higher Education.

Recommendation No. 2

1. Improve employment opportunities, promotion and tenure rates.
2. Determine whether the criteria applied for hiring, promotion and tenure are job-related and free of cultural bias.
3. Adopt rules that permit state Universities for purposes of remediating past discriminatory practices to make race, ethnicity, and sex additional criteria for selection, hiring and promotion of qualified individuals in accordance with the Affirmative Action Plans designed to eliminate underutilization of Hispanics, other minorities and women.

4. Identify those state colleges and institutions (both private and public) that have low Hispanic employment rates.
5. Hold public hearings in colleges and universities to investigate barriers that cause low Hispanic employment and promotion rates.
6. That the Chancellor of Higher Education be responsible to implement the above recommendations.

Recommendation No. 3

1. Assign qualified Hispanics as members of all the Master Plan Task Forces where Hispanic representation was omitted.

2. Develop a new task force for Bilingual Higher Education.

3. Provide bilingual-bicultural instruction in all universities and colleges with significant enrollment of Hispanics.

4. Provide greater input of Hispanic consultants in curriculum development and evaluation instrument development.

5. Implement all the recommendations of H.E.W. guidelines referring to Bilingual Education and Affirmative Action.

Recommendation No. 4

1. Hire Hispanics at all levels of management and administrative positions.

2. Increase Hispanic representation in all Boards including the Board of Higher Education, State, private universities and colleges.

3. Increase the data base and dissemination of factual information on the Hispanic population in New Jersey.

4. Examine if the teacher's certification process is being administered free of cultural biases.

5. Act upon the Affirmative Action mandates to increase the number of Hispanic qualified faculty and staff at all levels, including the higher professional ranks.

APPENDIX I

NEW JERSEY PUBLIC SCHOOLS
CERTIFICATED FULL - TIME ADMINISTRATORS RACE
AND NATIONAL ORIGIN

COUNTY	WHITE		BLACK		NATIONAL ORIGIN		HISPANIC*		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
Atlantic*	169	84.1	32	15.9	0	0	0	0	201
Bergen*	782	97.4	20	2.5	1	0.1	0	0	803
Burlington*	320	93.8	19	5.6	2	0.6	2	0.6	341
Camden*	414	85.5	63	13.0	7	1.5	7	1.5	484
Cape May*	58	95.1	3	4.9	0	0	0	0	61
Cumberland*	96	87.3	14	12.7	0	0	0	0	110
Essex*	663	75.7	200	22.8	13	1.5	13	1.5	876
Gloucester	161	95.8	7	4.2	0	0	0	0	168
Hudson*	334	90.0	30	8.1	7	1.9	6	1.6	371
Hunterdon	94	99.0	0	0	1	1.0	0	0	95
Mercer*	240	82.2	47	16.1	5	1.7	4	1.4	292
Middlesex*	580	94.5	25	4.1	9	1.5	9	1.5	614
Monmouth*	473	94.6	24	4.8	3	0.6	2	0.4	500
Morris*	445	98.2	6	1.3	2	0.4	1	0.2	453
Ocean*	233	98.3	3	1.3	1	0.4	1	0.4	237
Passaic*	343	88.9	41	10.6	2	0.5	2	0.5	386
Salem	79	96.3	3	3.7	0	0	0	0	82
Somerset*	219	96.5	6	2.6	2	0.9	1	0.4	227
Sussex	119	100.0	0	0	0	0	0	0	119
Union*									
Warren	64	100.0	0	0	0	0	0	0	64
*TOTAL 16 SELECTED COUNTIES									
	5,785	90.1	577	9.0	59	0.9	51	0.8	6,420
STATE TOTAL	6,302	90.7	587	8.4	59	0.9	51	0.7	6,948

* Hispanic students are included within the National Origin category. They have been reported separately because they represent the single largest group within the National Origin Category.

APPENDIX II

NEW JERSEY PUBLIC SCHOOLS
CERTIFICATED FULL TIME TEACHERS BY COUNTY
RACE AND NATIONAL ORIGIN
SEPTEMBER 1976

COUNTY	WHITE		BLACK		NATIONAL ORIGIN		HISPANIC*		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
Atlantic*	1,684	86.2	245	12.5	25	1.3	17	0.9	1,954
Bergen*	8,699	97.1	201	2.3	54	0.6	34	0.4	8,957
Burlington*	3,919	91.1	365	8.5	16	0.4	11	0.3	4,300
Camden*	4,450	85.5	684	13.2	69	1.3	55	1.1	5,203
Cape May*	724	95.5	32	3.2	2	0.3	2	0.3	758
Cumberland*	1,400	40.6	120	7.8	26	1.7	14	0.9	1,546
Essex*	6,431	72.0	2,278	25.5	227	2.5	187	2.1	8,936
Gloucester	2,107	93.9	129	5.8	7	0.3	3	0.1	2,243
Hudson*	4,163	89.5	347	7.5	140	3.0	133	2.9	4,650
Hunterdon	1,124	99.5	3	0.3	3	0.3	0	0	1,130
Mercer*	2,448	83.3	461	15.7	28	1.0	20	0.7	2,937
Middlesex*	6,311	94.4	287	4.3	58	1.3	73	1.1	6,683
Monmouth*	5,614	94.0	318	5.3	39	0.7	26	0.4	5,971
Morris*	4,932	98.2	67	1.3	24	0.5	13	0.3	5,023
Ocean*	3,084	97.1	72	2.3	21	0.7	19	0.6	3,177
Passaic*	3,804	88.9	426	9.9	50	1.2	43	1.0	4,280
Salem	770	91.6	69	8.2	2	0.2	1	0.1	841
Somerset*	2,534	97.3	58	2.2	12	0.5	7	0.3	2,604
Sussex	1,399	99.8	1	0.1	.2	0.1	1	0.1	1,402
Union*	4,610	90.4	426	8.3	65	1.3	56	1.1	5,101
Warren	959	99.0	8	0.8	2	0.2	2	0.2	969
* Total Selected Counties	64,807	90	6,370	8.9	883	1.2	710	1.0	72,080
STATE	71,166	90.5	6,600	8.4	899	1.1	717	0.9	78,665

APPENDIX III

NEW JERSEY PUBLIC SCHOOLS
CERTIFICATED FULL TIME SPECIAL SERVICE STAFF
BY COUNTY, RACE AND NATIONAL ORIGIN

COUNTY	WHITE		BLACK		NATIONAL ORIGIN		HISPANIC*		TOTAL
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	
Atlantic*	205	85.4	32	13.3	3	1.3	2	0.8	240
Bergen*	1,126	96.5	37	3.2	4	0.3	2	0.1	1,167
Burlington*	435	92.0	37	7.8	1	0.2	1	0.2	473
Camden*	550	89.4	57	9.3	8	1.3	5	0.8	615
Cape May*	96	97.0	3	3.0	0	0	0	0	99
Cumberland*	157	87.2	17	9.4	6	3.3	5	2.8	180
Essex*	1,004	71.2	361	25.6	45	3.2	38	2.7	1,410
Gloucester	235	94.0	14	5.6	1	0.4	0	0	250
Hudson*	452	92.1	27	5.5	12	2.4	12	2.4	491
Hunterdon	143	97.9	0	0	3	2.1	0	0	146
Mercer*	394	84.9	63	13.6	7	1.5	6	1.3	464
Middlesex*	826	93.3	46	5.2	13	1.5	10	1.1	885
Monmouth*	675	93.5	42	5.8	5	0.7	4	0.6	722
Morris*	685	97.7	13	1.9	3	0.4	0	0	701
Ocean*	369	97.1	8	2.1	3	0.8	1	0.3	380
Passaic*	458	90.2	32	6.3	18	3.5	17	3.4	508
Salem	107	92.2	8	6.9	1	0.9	1	0.9	116
Somerset*	343	96.3	12	3.4	1	0.3	0	0	356
Sussex	171	98.8	1	0.6	1	0.6	1	0.6	173
Union*	618	88.8	67	9.6	11	1.6	8	1.2	696
Warren	110	100.0	0	0	0	0	0	0	110
* TOTAL 16 Selected Counties	8,393	89.4	85.4	9.1	140	1.5	110	1.2	9,387
STATE TOTAL	9,159	90	877	8.6	146	1.4	112	1.1	10,182

*Hispanic students are included within the National Origin category. They have been reported separately because they represent the single largest group within the National Origin Category.

APPENDIX IV

PERCENT DISTRIBUTION OF FULL-TIME AND PART-TIME GRADUATE/FIRST PROFESSIONAL ENROLLMENT[1] IN NEW JERSEY COLLEGES AND UNIVERSITIES BY COLLEGIATE SECTOR AND ETHNIC[2] GROUP: FALL 1972 to FALL 1976

	FALL 1972				FALL 1974				FALL 1976			
	% Distribution:				% Distribution:				% Distribution:			
	Blk.	Hisp.	All Other	Total N (100%)	Blk.	Hisp.	All Other	Total N (100%)	Blk.	Hisp.	All Other	Total N (100%)
FULL-TIME GRADUATE AND FIRST-PROFESSIONAL												
State Colleges	13.1	3.3	83.6	604	6.9	1.7	91.4	868	5.4	1.7	92.9	687
Rutgers University	13.0	1.1	85.9	4,210	9.5	2.6	87.9	4,772	7.4	2.6	90.0	3,933
NJIT	0.0	3.5	96.5	142	2.6	0.6	96.8	155	3.5	1.4	95.1	144
CMDNJ	7.9	0.2	91.9	928	11.9	2.8	85.3	1,008	12.9	3.9	83.2	1,103
Independent Colleges	3.5	0.7	95.8	14,598	3.9	1.5	94.6	4,979	3.1	1.3	95.6	5,553
Total, All FTG & FP	8.2	1.0	90.8	10,482	7.1	2.0	90.9	11,782	5.7	2.0	92.3	11,420
PART-TIME GRADUATE AND FIRST-PROFESSIONAL												
State Colleges	4.8	2.5	92.7	15,869	4.4	1.2	94.4	15,263	5.8	2.7	91.5	12,795
Rutgers University	9.4	0.3	90.3	5,086	6.6	1.3	92.1	7,039	7.1	1.8	91.1	8,688
NJIT	1.5	3.1	95.4	815	2.2	2.0	95.8	999	2.1	1.5	96.3	840
CMDNJ	0	0	0	0	9.1	0.0	90.9	22	5.5	2.8	91.7	36
Independent Colleges	2.6	2.0	95.4	8,700	3.5	1.5	95.0	9,925	3.0	1.5	95.5	11,102
Total, All PTG & FP	4.9	2.0	93.1	30,470	4.6	1.3	94.1	33,248	5.1	2.0	92.9	33,461

Sources:

[1]Total graduate and first-professional enrollment is as reported on the HEGIS Students Enrolled for Advanced Degrees form (USOE 2300-2.5) in 1972, Fall Enrollment form (USOE 2300-2.3 in 1974), and on the N.J. Supplement to (USOE form 2300-2.3) in 1976. (Please note that the enrollment data presented in the above table include all post-baccalaureate students, not only formal candidates for advanced degrees.)

[2]Black and Hispanic graduate/first-professional enrollment data are as reported on the U.S. Office for Civil Rights Compliance Report in 1972 (OS-34) and 1974 (OS-10), and on the HEGIS Fall Enrollment/Compliance Report (USOE 2300-2.3) in 1976. The enrollment of "All Other" (which includes whites and other non-Black, non-Hispanic ethnic groups) was obtained by subtraction of Blacks and Hispanics from the total.

Note: Please see Appendix A for a list of colleges for which racial/ethnic enrollment data were not available and for which estimated ethnic data were used in the above calculations.

APPENDIX V

DISTRIBUTION OF DEPARTMENT OF HIGHER EDUCATION FULL-TIME STAFF
BY ETHNIC GROUP 1975-1977

Staff Level	FISCAL YEAR 1975				FISCAL YEAR 1976				FISCAL YEAR 1977			
	Distribution: Black	Hisp.	All Other	Total N[1]	Distribution: Black	Hisp.	All Other	Total N[1]	Distribution: Black	Hisp.	All Other	Total N[1]
Senior Staff (Vice Chanc. -Director												
Total	2	0	17	19	2	0	19	21	2	1	21	24
Other Professional (Assoc. Dir. -Prog. Ass't.)												
Total	9	2	43	54	10	2	47	59	11	1	38	50
Clerical												
Total	4	0	70	74	5	1	71	77	9	0	61	70
TOTAL	15	2	130	147	17	3	137	157	22	2	120	144

[1]Does not include vacant positions.

APPENDIX VI

NUMBERS OF MEMBERS[1] SERVING ON BOARDS OF TRUSTEES
OF PUBLIC FOUR-YEAR INSTITUTIONS, BY ETHNIC GROUP: 1972-1977

	ACADEMIC YEARS						
	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	Cumulative[2]
GLASSBORO							
Black	1	1	1	1	1	1	2
Hispanic	1	1	1	1	1	1	1
All Other	7	7	7	7	7	7	11
Total	9	9	9	9	9	9	14
JERSEY CITY							
Black	1	1	1	2	2	2	2
Hispanic	0	1	1	1	1	1	1
All Other	8	7	7	6	6	6	12
Total	9	9	9	9	9	9	15
KEAN							
Black	2	2	1	1	1	1	2
Hispanic	0	0	0	0	0	0	0
All Other	7	7	8	8	8	8	9
Total	9	9	9	9	9	9	11
MONTCLAIR							
Black	2	2	2	1	1	1	2
Hispanic	1	1	1	1	1	1	1
All Other	6	6	6	7	7	7	11
Total	9	9	9	9	9	9	14
RAMAPO							
Black	2	2	2	2	1	1	2
Hispanic	0	1	1	1	1	1	1
All Other	7	6	6	6	7	7	15
Total	9	9	9	9	9	9	18
STOCKTON							
Black	1	1	1	1	1	1	1
Hispanic	1	1	1	1	1	1	2
All Other	7	7	7	7	7	7	9
Total	9	9	9	9	9	9	12
TRENTON							
Black	1	1	2	2	2	2	4
Hispanic	0	0	0	0	0	0	0
All Other	8	8	7	7	7	7	12
Total	9	9	9	9	9	9	16
WM. PATERSON							
Black	1	2	2	2	2	2	4
Hispanic	0	1	1	1	0	0	1
All Other	8	6	6	6	7	7	14
Total	9	9	9	9	9	9	19
EDISON							
Black	1	2	2	2	2	2	3
Hispanic	1	1	1	1	1	1	2
All Other	7	6	6	6	6	6	9
Total	9	9	9	9	9	9	14
RUTGERS[3]							
Black	1	1	1	1	1	0	1
Hispanic	0	0	0	0	0	0	0
All Other	9	10	10	10	11	11	22
Total	10	11	11	11	12	11	23
NJIT							
Black	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
All Other	8	8	8	8	8	8	13
Total	8	8	8	8	8	8	13
CMDNJ							
Black	2	2	2	1	1	1	3
Hispanic	0	0	0	0	0	0	0
All Other	8	8	8	8	9	10	14
Total	10	10	10	9	10	11	17

[1]Excluding ex-officio and vacant memberships.

[2]Cumulative number of different individuals who have served on the Boards during the six-year period.

[3]Board of Governors

APPENDIX VII

PERCENT DISTRIBUTION OF BACCALAUREATE AND GRADUATE DEGREES CONFERRED BY ETHNIC GROUP WITHIN MAJOR FIELDS: 1975-1976[1]

APPENDIX B, Continued

DEGREE PROGRAM By Ethnic Group[2]	BACHELOR'S DEGREES State Coll.	Rutgers Univ.	NJIT	Indep. Coll.	MASTER'S DEGREES State Coll.	Rutgers Univ.	NJIT	CMDNJ	Indep. Coll.	DOCTORATES Rutgers Univ.	NJIT	CMDNJ	Indep. Coll.
PUB. AFFAIRS & SER.													
(Total No.)	*(631)*	*(34)*		*(113)*		*(250)*			*(108)*	*(8)*			*(8)*
% Black	7.8	5.9		3.5		17.2			8.3	0			0
% Hispanic	1.6	0		3.5		5.2			2.8	0			0
% All Other	90.6	94.1		93.0		77.6			88.9	100.0			100.0
SOCIAL SCIENCES													
(Total No.)	*(1,290)*	*(1,248)*		*(1,383)*	*(78)*	*(108)*			*(78)*	*(37)*			*(51)*
% Black	11.2	16.4		7.7	1.3	3.7			2.6	2.7			0
% Hispanic	2.8	3.5		2.8	3.8	1.9			2.6	0			0
% All Other	86.0	80.1		89.5	94.9	94.4			94.8	97.3			100.0
THEOLOGY													
(Total No.)				*(62)*					*(112)*				*(68)*
% Black				1.6					0.9				0
% Hispanic				3.2					0.9				0
% All Other				95.2					98.2				100.0
INTERDISCIPLINARY													
(Total No.)	*(127)*	*(185)*	*(3)*	*(120)*					*(9)*	*(1)*			
% Black	3.9	16.8	33.3	4.2					0	0			
% Hispanic	0	3.8	0	5.8					11.1	0			
% All Other	96.1	79.4	66.7	90.0					88.9	100.0			
TOTAL BACCALAUREATE AND GRADUATE DEGREES													
(Total No.)	*(11,317)*	*(5,544)*	*(595)*	*(8,428)*	*(2,806)*	*(2,046)*	*(226)*	*(1)*	*(2,990)*	*(335)*	*(7)*	*(5)*	*(327)*
% Black	6.4	8.8	5.2	4.9	5.8	8.2	0	0	3.4	7.5	0	0	0.6
% Hispanic	2.3	2.6	2.7	2.5	1.5	1.8	0	0	1.7	3.0	0	0	0.3
% All Other	91.3	88.6	92.1	92.6	92.7	90.0	100.0	100.0	94.9	89.5	100.0	100.0	99.1

[1]Source: HEGIS Form 2300-2.1 - Degrees and Other Formal Awards Conferred, 1975-1976.

[2]The ethnic group category "All Other" includes Whites, non-Black/non-Hispanic minorities, as well as non-resident aliens.

APPENDIX B, Continued

PERCENT DISTRIBUTION OF FIRST-PROFESSIONAL DEGREES CONFERRED BY ETHNIC GROUP WITHIN SPECIALTIES: 1975-1976[1]

DEGREE PROGRAM/ Ethnic Group[2]	Rutgers University	CMDNJ	Independent Colleges
DENTISTRY			
(Total No.)		*(62)*	*(78)*
% Black		3.2	1.3
% Hispanic		0	0
% All Other		96.8	98.7
MEDICINE			
(Total No.)		*(181)*	
% Black		18.8	
% Hispanic		1.7	
% All Other		79.5	
LAW			
(Total No.)	*(375)*		*(521)*
% Black	11.5		4.1
% Hispanic	5.1		1.4
% All Other	83.4		94.2
THEOLOGICAL PROFESSIONS			
(Total No.)			*(248)*
% Black			2.8
% Hispanic			0
% All Other			97.2
TOTAL: FIRST PROFESSIONAL DEGREES CONFERRED			
(Total No.)	*(375)*	*(243)*	*(599)*
% Black	11.5	14.8	3.3
% Hispanic	5.1	1.2	0.7
% All Other	83.4	84.0	96.0

[1]Source: HEGIS Form 2300-2.1 - Degrees and Other Formal Awards Conferred, 1975-1976.
[2]The ethnic group category "All Other" includes Whites, non-Black/non-Hispanic minorities, as well as non-resident aliens.

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APPENDIX IX

APPENDIX B, Continued

PERCENT DISTRIBUTION OF BACCALAUREATE AND GRADUATE DEGREES CONFERRED BY ETHNIC GROUP WITHIN MAJOR FIELDS: 1975-1976[1]

DEGREE PROGRAM By Ethnic Group[2]	BACHELOR'S DEGREES				MASTER'S DEGREES					DOCTORATES			
	State Coll.	Rutgers Univ.	NJIT	Indep. Coll.	State Coll.	Rutgers Univ.	NJIT	CMDNJ	Indep. Coll.	Rutgers Univ.	NJIT	CMDNJ	Indep. Coll.
HOME ECONOMICS													
(Total No.)	*(168)*	*(77)*		*(30)*	*(17)*	*(28)*							
% Black	5.8	2.6		0	11.8	3.6							
% Hispanic	0	0		0	0	0							
% All Other	94.2	97.4		100.0	88.2	96.4							
LETTERS													
(Total No.)	*(565)*	*(499)*		*(539)*	*(39)*	*(57)*			*(76)*	*(19)*			*(45)*
% Black	3.5	6.8		5.1	0	3.5			1.3	21.1			0
% Hispanic	1.1	2.2		2.1	0	0			0	0			0
% All Other	95.4	91.0		92.8	100.0	96.5			98.7	78.9			100.0
LIBRARY SCIENCE													
(Total No.)	*(48)*					*(196)*				*(1)*			
% Black	12.5					1.5				0			
% Hispanic	0					0				0			
% All Other	87.5					98.5				100.0			
MATHEMATICS													
(Total No.)	*(266)*	*(105)*		*(148)*	*(34)*	*(41)*	*(8)*		*(49)*	*(14)*			*(24)*
% Black	1.5	1.0		0.7	0	9.7	0		0	0			0
% Hispanic	1.9	2.8		2.0	0	7.3	0		0	21.4			0
% All Other	96.6	96.2		97.3	100.0	83.0	100.0		100.0	78.6			100.0
PHYSICAL SCIENCES													
(Total No.)	*(133)*	*(160)*		*(216)*	*(7)*	*(55)*	*(26)*		*(103)*	*(29)*			*(46)*
% Black	0	2.5		2.8	0	9.1	0		0	3.4			0
% Hispanic	3.8	1.9		1.4	0	1.8	0		1.0	6.9			0
% All Other	96.2	95.6		95.8	100.0	89.1	100.0		99.0	89.7			100.0
PSYCHOLOGY													
(Total No.)	*(700)*	*(397)*		*(484)*	*(73)*	*(41)*			*(124)*	*(43)*			*(10)*
% Black	7.4	12.1		10.1	2.7	4.9			4.8	4.6			10.0
% Hispanic	3.4	2.3		4.3	0	2.4			4.8	7.0			0
% All Other	89.1	85.6		85.6	97.3	92.7			90.3	88.4			90.0

[1]Source: HEGIS Form 2300-2.1 - Degrees and Other Formal Awards Conferred, 1975-1976.

[2]The ethnic group category "All Other" includes Whites, non-Black/non-Hispanic minorities, as well as non-resident aliens.

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APPENDIX X

APPENDIX B, Continued

PERCENT DISTRIBUTION OF BACCALAUREATE AND GRADUATE DEGREES CONFERRED BY ETHNIC GROUP WITHIN MAJOR FIELDS: 1975-1976[1]

DEGREE PROGRAM by Ethnic Group[2]	BACHELOR'S DEGREES				MASTER'S DEGREES				DOCTORATES			
	State Coll.	Rutgers Univ.	NJIT	Indep. Coll.	State Coll.	Rutgers Univ.	NJIT	CMDNJ	Indep. Coll.	Rutgers Univ.	NJIT	CMDNJ	Indep. Coll.
COMPUTER & INFO. SCI.													
(Total No.)	(51)	(22)	(16)	(33)		(50)	(17)		(79)				
% Black	9.8	9.1	6.3	0		4.0	0		1.3				
% Hispanic	0	0	0	0		0	0		1.3				
% All Other	90.2	90.0	93.7	100.0		96.0	100.0		97.4				
EDUCATION													
(Total No.)	(3,672)	(154)		(968)	(2,325)	(293)			(775)	(38)			[illegible]
% Black	7.4	12.3		5.9	6.6	17.1			6.6	18.2			0
% Hispanic	1.8	3.3		2.0	1.4	2.4			1.0	0			0
% All Other	90.8	84.4		92.1	92.0	80.5			92.4	81.8			100.0
ENGINEERING													
(Total No.)	(64)	(180)	(553)	(527)		(97)	(176)		(290)	(14)	(7)		(46)
% Black	7.8	1.1	4.3	2.7		2.0	0		1.0	0	0		0
% Hispanic	0	0.6	2.9	1.1		1.0	0		1.7	0	0		2.2
% All Other	92.2	98.3	92.8	96.2		97.0	100.0		97.3	100.0	100.0		97.8
FINE & APPLIED ARTS													
(Total No.)	(781)	(228)		(224)	(85)	(40)			(31)	(1)			[illegible]
% Black	3.7	7.5		2.7	3.5	2.5			3.2	0			0
% Hispanic	1.7	1.3		1.3	1.2	0			0	0			0
% All Other	94.6	91.2		96.0	95.3	97.5			96.8	100.0			100.0
FOREIGN LANGUAGES													
(Total No.)	(215)	(156)		(175)	(15)	(44)			(24)	(12)			[illegible]
% Black	2.3	4.5		5.7	0	2.3			4.2	8.3			11.1
% Hispanic	28.8	[illegible]		12.0	6.7	13.6			25.0	8.3			0
% All Other	68.8	85.9		82.3	93.3	84.1			70.8	83.3			88.9
HEALTH PROFESSIONS													
(Total No.)	(493)	(257)		(336)	(61)	(35)			(17)				
% Black	6.3	7.8		2.1	0	0			0	0			
% Hispanic	1.0	1.5		1.5	0	0			0	0			
% All Other	92.7	90.7		96.4	100.0	100.0			100.0	100.0			

[1]Source: HEGIS Form 2300-2.1 - Degrees and Other Formal Awards Conferred, 1975-1976.

[2]The ethnic group category "All Other" includes Whites, non-Black/non-Hispanic minorities, as well as non-resident aliens.

DHE-OPR 11/12/77

Discussion paper for Affirmative Action and Personnel Issues Workshop

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I. The Paradox Begins

When the Europeans began their Age of Exploration along the Western Coast of Africa, the earliest reports spoke of the economic and political richness and complexities of highly advanced cultures that existed in the interior of the Black Continent.

The fabled city of Timbuktu actually existed as the affluent and sophisticated center of a highly advanced culture. The city was crowded with goods brought by caravan from the far reaches of the vast Sudanese region. Intellectual life flourished within the city's university and the rulers maintained scholars at their own cost. It was a fact that the largest profits made in Timbuktu came from the sale of books. The first systematic attempts that were made to see blacks as inferior came with the establishment of the slave trade which demanded a concept of black inferiority as the rationalization and justification for the enslavement of millions of men, women and children.

When Europeans first came into contact with the indigenous cultures of America, again the same thing happened. The earliest reports were of the economic and political complexities of highly advanced cultures that existed in Pre-Columbian America. Again, as the Europeans changed their intentions from exploration and trade towards colonization, exploitation and enslavement, the indigenous peoples came to be viewed as inferior.

In 1776 Thomas Jefferson wrote the following words.

> "We hold these truths to be self-evident, that all men are created equal; that they are endowed by their creator with (inherent and) (changed by Congress to 'certain') inalienable rights, that among these are life, liberty and the pursuit of happiness; and that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed..."

The American paradox is very clearly revealed when we are also told that the same man who wrote those words held, owned and could buy and sell over 200 slaves -- and who, by the time of his death, was absolute master over the lives of almost 500 black men, women and children. Where was their "equality," where were their "inalienable rights," and, above all, where was their "consent." The answer was simple -- slaves were not citizens!

Jefferson leaves no doubt of the legal status of slaves in "A Bill Concerning Slaves" of 1779 wherein it is stated that slaves are "out of the protection of the laws."

The insistence on slavery and the need to elect representatives to the House created a dilemma which led American white males to the absurd, but legal, solution known as the "three-fifths compromise" - every 5 slaves would count as 3 people!

The American paradox is again clearly revealed when we are told that Jefferson also wrote, in 1785:

> "I advance it, therefore, as a suspicion only, that the blacks, whether originally a distinct race, or made distinct by time and circumstances, are inferior to the whites in the endowments both of body and mind."

Thus, the same man who could declare all men equal, declared blacks to be unequal and inferior. This assumption of inferiority is still today used in arguments against Affirmative Action.

The American paradox that existed during the American Revolution still exists today: on the one hand we assume a free and equal society where everyone has equal opportunity, and on the other hand, we acknowledge the fact that millions of human beings have never been granted the genuine benefits of equal opportunity throughout the entire history of the European colonization of this continent.

Thus, we may conclude that even a brief look back to our past reveals the existence of issues that are very much with us today:

1) The assumption of an equal society;
2) The realization that millions have never known equality;
3) The assumption that minorities are inferior, and;
4) The failure, even today, to provide minorities with full and genuine "equal protection under law."

All of these issues come into sharp focus in America today concerning the application of mandated Affirmative Action programs to promote and insure the equal employment opportunity of protected minority groups.

In recognition of the American paradox of assuming equality and simultaneously acknowledging inequality, the Federal government has recognized four racial/ethnic minority groups which are referred to as "protected minority groups." Recent announcements in the Federal Register describe these groups in the following ways:

1. Blacks (not of Hispanic origin): All persons having origins in any of the black racial groups.
2. Hispanic: All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
3. Asian or Pacific Islanders: All persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, India, China, Japan, Korea, the Phillipine Islands and Samoa.
4. American Indian or Alaskan Native: All persons having origins in any of the original peoples of North America.

The majority is defined as:

White (not of Hispanic origin): All persons having origins in any of the original peoples of Europe, North Africa, and the Middle East.

In addition, Executive Order 11375 mandates that females be the second major group covered by the Affirmative Action requirements for hiring and advancement mandated by Executive Order 11246.

A curious device now being used is that record keeping provisions of federal regulations require data be kept on "minorities and females" in comparison with all "others." "Others" means all personnel in the work force who are not minorities and females. "Others," therefore, means white males!

A basic fact of all Affirmative Action programs is that they are designed to apply only to protected minority groups and females. The dominant, white male group has historically pitted poor whites against blacks, blacks against Hispanics, and, indeed, pitted as many minorities as possible against each other. Therefore, we must remain very diligent against the real and present danger that all minorities will be pitted against white females in attempts to set these groups fighting against each other for the available resources alloted to Affirmative Action programs.

We must remain aware of "divide and conquer" strategies, and fight inequality wherever it exists. Injustice and inequality perpetrated against any person creates a threat to every person's equality!

Likewise, we must remain diligent against the issue of "reverse discrimination"; again, any form of discrimination diminishes everyone in the society.

Affirmative Action was never intended to put someone into a job which that person could not perform! Affirmative Action was never intended to give minorities preferential treatment in employment! Affirmative Action was never intended as a mechanism for the reward of incompetence!

The purpose of Affirmative Action was to recognize that, in our less-than-equal society, the only effective way to promote and insure equal employment opportunity for minority groups was through special efforts that must be made if minorities are to receive equal employment opportunity.

However, as we deal with the following sections of this paper, we must not lose sight of the fact that powerful forces in our society prefer to assume that equality currently exists for everyone and that, therefore, anyone advocating Affirmative Action is simply asking that minorities be given more than they deserve. If the society is truly equal, then we don't need Affirmative Action. If the society has historically been unequal, and continues to be unequal, then Affirmative Action may be the only effective means "for the promotion and insuring of equal opportunity for all persons, without regard to race, color, religion, sex or national origin." (C.F.R. Title 41, Chapter 60, Part 1).

Affirmative Action is an American paradox because, if one assumes equality, is is unnecessary. However, if one assumes inequality, Affirmative Action becomes a necessary mechanism for promoting and insuring equality.

Perhaps the history of our nation might some day best be understood in terms of which of those two assumptions was dominant at each stage in time. Perhaps the Civil Rights Movement of the 1960's was based upon an assumption of an unequal society, while many of our current realities may be based upon a false assumption of equality in our present day society.

II. The Legal Paradox

A. Civil Rights Act of 1866

Legal remedies against racial discrimination have existed since the Civil Rights Act of 1866 accorded "full and complete equality under law" to the newly freed slaves of the Civil War.

Although we all know that laws can not prevent racial discrimination, the legal fact is that racial discrimination against blacks has been illegal since 1866. Curiously, there has been a split in the Courts over the question of whether the Civil Rights Act of 1866 prohibits discrimination against Hispanic-Americans (also known historically as "Spanish-surnamed Americans").

B. Civil Rights Act of 1964

The most powerful law in the history of the United States which prohibits employers from discrimination in any aspect of the terms or conditions of employment is the Civil Rights Act of 1964. Title 7 of that Act prohibits discrimination in all aspects of employment because of race, color, sex, religion or national origin. Title 7 applies to any employer with 15 or more employees for each working day in each of 20 or more calendar weeks in the current, or the preceding, year. The vast majority of cases of employment discrimination are brought to Court under Title 7 of the Civil Rights Act of 1964.

C. Executive Order 11246 (as amended by E.O. 11375)

Executive Order No. 11246 (as amended) prohibits discrimination in employment on the basis of race, color, religion, sex or national origin by all employers holding government contracts worth $10,000 or more.

It was E.O. 11246 which created the concept of Affirmative Action by ordering all government contractors and subcontractors to take affirmative action to "promote" and "insure" equal employment opportunity.

The Office of Federal Contract Compliance enforces the requirements of the Executive Order. Title 41, Chapter 60 of the Code of Federal Regulations contains the rules and regulations of the Federal government which are in effect for the "promotion" and "insuring" of "equal opportunity for all persons."

Almost all government contracts contain an equal opportunity clause which reads as follows (in part):

> "During the performance of this contract the contractor agrees as follows:
> (1) The contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

"The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause."

(C.F.R., Title 41, Chap. 60)

Affirmative Action is required and mandated within most American institutions of higher education as Federal contractors.

However, the very sad fact is that the Federal legal basis for Affirmative Action seems only to act as the legal, ethical, and moral basis for action. The Federal regulatory agencies are not doing an adequate enforcement job.

With tens of thousands of cases brought before the Office of Civil Rights of the Department of Health, Education, and Welfare, only 25 cases were brought to court by HEW during 1977 in the entire nation! Many individual lawyers that have more cases than that! The Equal Employment Opportunity Commission puts a case on a 3 to 4 year waiting list before it even begins to process it!

Most employment cases of discrimination which result in loss of employment will never be brought to court! Who can wait around for years while trying to get justice and equality!

D. The New Jersey Law Against Discrimination, and E.O. #61

On the State level, the situation is much the same. Again, there exists a paradox that in the State of New Jersey a very strong Law Against Discrimination is on the books. In addition, perhaps the most powerful Executive Order in the nation ordering Affirmative Action was promulgated by Governor Byrne as Executive Order Number 61 in October 1977; and, yet, in New Jersey a person filing a complaint with the Division of Civil Rights may have to wait 2 or 3 years before the case is processed!

Hispanics must pressure these Federal and State agencies to move the laws from "paper commitments" to real and effective mechanisms of Affirmative Action.

The sad truth seems to be that low income Hispanics today can not expect any genuine relief from employment discrimination. Hispanics of middle income should realize that their next step, after filing discrimination complaints with the Federal and State agencies, is to seek out the services of a private lawyer if they wish to have their cases adjudicated in any reasonable amount of time.

Thus, the legal paradox: strong laws against discrimination and strong mandates for Affirmative Action -- on the books -- and, yet, very little real chances of getting Federal or State agencies to get those laws enforced when you have been discriminated against, or denied Affirmative Action.

III. Hispanics at Rutgers-The State University of New Jersey

One of the most difficult paradoxes to begin to understand is why Affirmative Action programs have been generally more successful in private industry than in the public sector of government employment.

As one begins to become acquainted with the realities of Affirmative Action programs, the first impression is that the laws will be violated by private interests more interested in keeping wealth concentrated in the hands of white males, than in the public sector where such special interest groups apparently do not exist! Yet, the opposite is most often true! Private industry pays more attention to Affirmative Action than do government agencies!

After much thought, this paradox may be resolved by realizing that the truth behind the laws are economic; if the government can show non-compliance with mandated Affirmative Action, then Federal government contracts can be withheld, or even cancelled.

The reason that Affirmative Action is more successful in private industry is simply because the legislation is designed to hurt where it counts most: in the profit motive!

Government agencies with their history of a so-called "merit" system and their absence of a profit motive will be the last to comply with the true requirements of Affirmative Action. Most seem to assume equality and to practice discrimination!

Hispanics in higher education must come to realize that genuine Affirmative Action will most likely occur within private colleges and universities much faster than either at Rutgers University or within the public college system.

Another paradox within this area of paradoxes is that Rutgers University wrote a very powerful "amicus curiae" (friend of the court) brief in support of minority admissions programs in the Bakke case. The major statement made by the Board of Governors was that "race conscious affirmative action" programs were the only genuine means of assuring equal opportunity to minorities. This is, indeed, a paradox when one learns from the Federal Office of the Equal Employment Opportunity Commission in Newark that there are almost 50 cases of discrimination currently on file against Rutgers! Rutgers can proudly point to its Law School minority admissions program, and at the same time the Dean (presumably speaking for the Central Administration) can publicly advocate the abolishment of this exemplary Affirmative Action minority admissions program!

In the area of Hispanic faculty, 5 Hispanic professors at Rutgers filed a group grievance in which they claimed a "...denial of Affirmative Action and equal employment opportunity to members of the Hispanic race."

The decisions reached by the Rutgers University Appeals Committee created a new paradox:

a) The first sentence of the decision reads: The University Appeals Committee recommends that the grievance be upheld."

b) The second paragraph reads: "Prior to June 30, 1979, the University should provide a response to the statistical evidence or take action with regard to the promotion of Hispanic faculty members."

Thus, in the opinion of legal counsel, the Hispanic Professors have won the grievance, but will probably have to go to the Courts in order to secure equal employment opportunity and affirmative action in the matter of promotion and tenure. The primary issue for Hispanics is not promotion; the primary issue for 4 out of the 5 Hispanics of the group grievance is the loss of employment which follows the denial of tenure!

The general background against which all specific cases of discrimination must be viewed is the total Rutgers University employment-of-faculty data. The following table was adapted from data published by the Rutgers Office of University Personnel on August 11, 1978:

Table 1 - Total Rutgers Faculty

Group	1974	%	1977	%	Percent Change	Absolute Number
White males	1606	66%	1647	64%	-2%	+41
White females	538	22%	627	24%	+2%	+89
Total whites	2144	88%	2274	88%	0%	+130
Blacks	175	7.2%	157	5.1%	-1.1%	-18
Hispanics	50	2.1%	54	2.1%	0%	+4
Asian/Pacific Islands	61	2.5%	107	4.1%	+1.6%	+46
Amer. Indians	0	-	1	-	-	+1
Total Minorities	286	11.8%	319	12.3%	+0.5%	+33

The most important conclusion from Table 1 is the issue of absolute numbers. What actual changes occurred in the numbers of faculty from each of the different racial/ethnic groups? Who got what? Table 2 summarizes this basic issue of "who got what":

Table 2 - Absolute Changes in Faculty ('74 to '77)

Group	Absolute Change	
White females	+89	
Asians	+46	+176
White Males	+41	
Hispanics	+ 4	
American Indians	+ 1	-13
Blacks	-18	
Total	+163	

The conclusions for Hispanic faculty at Rutgers University for the year 1974 compared to the year 1977 are as follows:

1. For every one Hispanic gained on the Rutgers faculty, there was a gain of almost 33 whites (130/4 = 32.50 to 1).

2. For every one Hispanic gained, there was a gain of about 10 white males (41/4).

3. For every one Hispanic gained, there was a gain of about 22 white women (89/4).

4. For every one Hispanic gained, there was a gain of almost 12 Asian/Pacific Islanders (46/4).

5. For every 4 Hispanics gained, there was a gain of 1 American Indian (4/1). and,

6. For every one Hispanic gained, there was a loss of almost 5 black faculty (-18/4!! We must alert our black brethren!!)

These overall faculty figures should alert us all to the necessity of diligently keeping our eyes on the year-to-year Affirmative Action statistics.

Affirmative Action statistics are not "good guy" gestures made by enlightened administrators -- Affirmative Action statistics are required by the Federal government!!

The data published by the Rutgers Office of University Personnel on August 11, 1978 also clearly establishes a discriminatory pattern of promotions against Hispanics. Table 3 shows the promotion rates for the years from 1973 to 1977 as published by Rutgers:

Table 3 - Promotion Rates ('73 to '77)

Group	1973	1974	1975	1976	1977
White males	58%	54%	63%	51%	53%
White females	75%	64%	78%	80%	62%
Black males	64%	56%	64%	57%	67%
Black females	67%	29%	83%	80%	57%
Hispanic males	33%	80%	25%	17%	38%
Hispanic females	50%	100%	0%	100%	100%
Asian males	67%	50%	75%	100%	80%
Asian females	100%	0%	0%	0%	67%

The data in Table 3, published by Rutgers, showed that for the years 1973, 1975, 1976 and 1977 the Hispanic males received a promotion rate which was less than 80% of the promotion rate of all other groups. By Federal government standards this "80% guideline" establishes "adverse impact" upon Hispanic males in the Rutgers University promotion process.

The question many readers may now be asking is: How does Rutgers react when its own data shows that its internal promotion process is denying equal promotional opportunity to Hispanic males?

Perhaps the best answer to that question is contained in a letter written by Acting President Pearson to Alberto Montare on October 26, 1978. On September 11, 1978, Montare had written to Pearson wishing to know how Affirmative Action would be applied to Montare in the promotion process of 1978-79.

Acting President Pearson wrote:

> "In response to your memorandum of September 11, I appreciate this opportunity to clarify for you the University's equal employment/ affirmative action policy.
>
> "This policy derives from Presidential Executive Order 11246, as amended by 11375. As you know, the equal employment opportunity clause of the Executive Order prohibits discrimination against all persons on the basis of race, sex, color, religion, national origin. The affirmative action provisions are designed to enlarge employment opportunity for two

> groups who historically have been targets of discrimination by requiring federal contractors to make special efforts to recruit, employ, and advance in employment qualified members of minority groups and women."
> (Pearson, 1978).

Pearson goes on to define the Rutgers University Affirmative Action, in promotion, policy in these words:

> "Through the University's special efforts, you and all other faculty members have been guaranteed equal access to the promotion process."
> (Pearson, 1978)

In answer to Montare's question:

> "What special efforts through Affirmative Action will be made to advance me in employment as part of the 1978-79 academic promotion procedures?"
> (Montare, 1978);

Acting President Pearson wrote the following words:

> "No special efforts through Affirmative Action will be made to advance you as part of the 1978-79 academic promotion procedures."
> (Pearson, 1978)

Pearson goes on to state that "merit alone" will be the basis of the decision. Pearson states that neither "higher standards" nor "preferential treatment" will be given Montare because he is Hispanic.

It seems that Acting President Pearson is indeed in good company as he adds another new wrinkle to the American paradox. He acknowledges inequality as the basis for the need for Affirmative Action and, in the same letter, assumes that the Rutgers promotion process is equal in its judgments and decisions. He states that Rutgers will take Affirmative Action in compliance with both Federal and University statutes, regulations and policies - and, in the same letter, states no Affirmative Action exists in the promotion process itself.

The fact remains that Affirmative Action is truly an American paradox!

How can the Acting President of the 18th largest University in America assume that its promotion process is treating Hispanics in an equal manner, when its own statistics demonstrate an undeniable discriminatory pattern of Hispanic promotions?

Again — Affirmative Action is a paradox! A paradox that will continue to exist as long as minorities, and Hispanics in particular, permit the larger society to assume:

1) That Hispanics are inferior!
2) That Hispanics cannot do a competent job!
3) That Hispanics need preferential treatment in order to be equal to whites!

We must demand, and demand now:

1) That lowered levels of expectation of Hispanic's performances be openly challenged - and thereby abolished!
2) That Hispanics be judged equitably so that their genuine excellence can be permitted to be acknowledged.
3) That Hispanics need Affirmative Action - to prevent discrimination - not to give them something for nothing!

V. The Future

One of the most painful realities for all minorities to accept and to face is that the Civil Rights gains of the 60's are being converted into the retrenchment of the 70's. Many minority people have been forced into a defensive posture in their attempts to protect the gains that were achieved in the 60's.

The conclusion reached as a function of our experiences with affirmative action agrees with the old saying that "the best defense is a good offense."

Hispanics must adopt an offensive attitude. Hispanics must accept the responsibility of being the next minority group to aggressively demand power, respect and dignity. Hispanics must develop a comprehensive, positive plan for action in the future.

One of the realities of our Hispanic community is that our people are experiencing an unprecedented population growth. Time magazine of October 16, 1978 reveals that Hispanics now number 19 million and, within the next decade, are expected to comprise the biggest single minority in America. In New Jersey, figures projected by the Puerto Rican Congress reveal the current Hispanic population of our state to be about 640,000. Using the Puerto Rican Congress data, the New Jersey figures are given in Table 4.

Table 4 - Hispanics in Education

	Total	Hispanics	%
Population	7,339,000	639,436	8.7
Public School Students	1,381,528	92,388	6.7
Full time Undergraduates	149,076	5,516	3.7
Part time Undergraduates	96,702	2,998	3.1
Full time Graduate	11,420	228	2.0
Part time Graduate	33,461	669	2.0

Table 4 reveals once again a fact that we all know, that as we progress up from the basic population figures, to the public schools, to the college level, and finally to the graduate level, the percentage of participating Hispanics steadily decreases!

In terms of affirmative action, we must force all those responsible for employment decisions to realize that Hispanics must be proportionately represented in all levels and in all educational settings.

To meet the needs of Hispanics in New Jersey we must insist on 8.7% of all educational opportunities. We must insist on 8.7% of all public school jobs, we must insist on 8.7% of all college faculty lines. We must insist that only until Hispanics occupy 8.7% of all school seats and all educational jobs that the educational needs of the State of New Jersey are not being satisfied!

If the decade of 1980's will be the decade of the Hispanics, we must begin to insist on goals (not quotas) that are based upon the total Hispanic population! If we continue to accept less we had better begin to believe that the 1980's will not be our decade.

Discussion paper for Admissions Workshop

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INTRODUCTION

A "call" has been made by the New Jersey Department of Higher Education to all members of the higher education community, the public at large, and members of the executive and legislative branches of government, "to participate openly and critically" in the process of developing a new statewide plan. As Hispanics it is our responsibility and obligation to hold the DHE accountable to this "call." This conference in a very real sense should be a confrontation: a confrontation with the fact that equality of education is not coming as quickly for Hispanics as it is for other groups.

PURPOSE

The primary purpose of this paper is to promote discussion and analysis of current admission policies and practices administered by New Jersey colleges and universities as they affect Hispanics. It is imperative that we develop a plan of action in order to impact on the planning and policy making process of the New Jersey Statewide Master Plan. To date we have been excluded from involvement with the New Jersey Statewide Master Plan.

According to the Call, enrollment trends in institutions of higher education for the college-bound students (age 18-21) are expected to reach the lowest level between 1985 and 1995.

While this may prove to be the trend for the white student population - given birth rate, economic factors, and migration patterns - data compiled by Lorenzo Pineiro indicates that this is not applicable for the Hispanic community. According to Pineiro's findings, the pool of Hispanic students in grades k through 12 is increasing at an annual rate of 3.4%.

Given this growth of the Hispanic community, the DHE in its Master Plan must address the specific educational needs of this significant population. The goals and objectives of the Master Plan in terms of the proposed admission policies must account for, and to, the Hispanic community.

The Board has called upon each institution "to develop policies establishing criteria of prior education and preparation, aptitude, achievement, and motivation to be required of students for admission."

Ironically, "The Education Commission of the States (1977) completed a massive study which concluded that students of Hispanic origin are 'consistently below their contemporaries in the rest of the nation in reading, science, mathematics, social studies and career development:' in other words, in all academic studies (N.A.E.P., 1977)." (See the following table.)

TABLE 1

PROPORTIONS: Students at Certain Grade Levels By Age and Racial/Ethnic Group

	All	White	Black	Hispanic
Age 9				
Grade 3	22.0	21.6	22.5	28.7
Grade 4	75.3	76.1	72.7	68.6
Others	2.7	2.3	4.8	2.7
Age 13				
Grade 7	25.2	24.1	29.6	36.7
Grade 8	71.8	73.6	64.7	53.3
Others	3.0	2.3	5.7	10.0
Age 17				
Grade 10	13.6	11.6	22.3	35.6
Grade 11	73.2	75.7	61.1	53.9
Grade 12	11.7	11.7	12.1	5.9
Others	1.5	1.0	4.5	4.6

"At age 9, most U.S. students (75.3%) are in the fourth grade, but only 68.6% of the Hispanics are there. Nearly 29% are still in the third grade.

At age 13, the majority of students (71.8%) are in the eighth grade. But only 53.3% of Hispanics are there. More than a third of them (36.7%) are still in the seventh grade.

And at age 17, the picture is even more dismal: 73.2% of all students are in the 11th grade but only 53.9 of Hispanics are there. In contrast, 76% of all whites and 61% of all Blacks are in their junior year. Put another way 'three times the proportion of Hispanics (and twice the proportion of Blacks) are still in the 10th grade as compared to whites.'

When we figure in the degree to which Hispanics are under-achieving even at lower grade levels, the situation becomes truly unconscionable. Let me repeat: Hispanic students are in lower grade levels than they should be and they are not performing up to standards even at those levels.

Source: (N.A.E.P., 1977)

Given the aforementioned statistics, where and how does the Hispanic community fit into the admissions policies proposed by the Master Plan?

A case in point is Rutgers University, which would enroll only those students who are qualified to benefit from a University education. The major thrust of admission policies at the University would be on the potential for outstanding academic performance. Each division of Rutgers is expected to "maintain or improve the profile of its freshman class." In order to accomplish these objectives, the criteria for admission will be measured by high school rank-in-class, high school academic average, achievement test results, and academic aptitude determined by SAT scores.

Current Rutgers University policy utilizes subjective criteria such as motivational factors, special talents and abilities, and also demonstrated academic performance where a student has overcome prior economic hardships and educational deprivation in determining eligibility for admission.

Under the Master Plan there are no provisions which will insure continued use of subjective criteria in the admission of Hispanic candidates. This will have a devastating effect on the number of Hispanic students gaining access to the quality of education offered at the State University.

The "principles of access" outlined in the New Jersey Higher Education Plan "should" encourage equal opportunity, socio-economic and ethnic diversity and access to students whose previous academic records do not indicate their academic potential. However, the directives of the plan with regard to admission policies are in contradiction to the "principles of access."

It is important to note that the wording of the plan only stipulates that the institutions "should" encourage equal opportunity. We feel that equal opportunity for Hispanic students must be assured and stressed by the DHE, and not casually mentioned in the Master Plan.

The Master Plan further stipulates that this access will be assured within "defined limits." Since a significant proportion of Hispanic students fall into the above category, we must ask: (1) What are these "defined limits"? and (2) Who will establish these "limits?"

Although Rutgers University has been singled out for purposes of discussion, the Master Plan directs all New Jersey institutions of higher learning, with the exception of the community colleges, which would remain as "open access" institutions, to follow the proposed course of action.

By nature, the community college programs perpetuate the current socio-economic stratifications that relegate Hispanics to occupational/vocational-oriented training. While a community college education is valuable in and of itself, it does not provide Hispanic students with adequate preparation to compete in a status-oriented society where the Harvard, Princeton, or Yale graduate is one step closer to the "right" position.

Historically, Hispanics have been denied equal educational opportunities, and consequently have remained on the lower strata of the social ladder.

The Educational Opportunity Fund Program was established to address the concerns raised during the turbulent era of the sixties. The program was designed to provide an opportunity for higher education to disadvantaged New Jersey residents who would not be able to attend college without the financial assistance and special services characteristic of the program.

The E.O.F. program is geared toward the student who shows potential, but traditionally has been unable to attend college because of poor high school preparation coupled with a background of historical poverty. Unfortunately, the State has set upper limits on the number of students E.O.F. can accommodate due to budgetary constraints.

Quite unintentionally, the E.O.F. program has become the scapegoat for the failure of New Jersey's institutions of higher learning to admit, educate, and graduate Hispanic students.

This lack of commitment on the part of the college has segregated EOF from the mainstream. Consequently these students are stigmatized as "special admits", e.g. inferior.

Upon analysis of the Master Plan, it can be ascertained that the opportunities for a Hispanic student to receive a college education will be severely limited. The Master Plan stipulates that colleges:

1. maintain or improve the profile of its freshman class;
2. provide whatever remedial/developmental programs are necessary to maintain "reasonable" retention rates of students admitted with skills deficiencies;
3. allow students a limited time to develop the skills needed for success in college;
4. and accomplish all of the above without compromising academic standards.

Given these facts, how can the Hispanic student victimized by economic, educational disadvantagement, respond to the "Call"?

Summary

In summation, close analysis of the "Call" obligates the Hispanic community to hold the DHE accountable to its invitation to participate in the process of developing a new statewide plan. Colleges and universities must contribute to the Hispanic communities' "economic, social, and cultural well-being" by providing all Hispanic students with quality education and the right to develop themselves intellectually to the fullest possible extent.

Discussion paper for Issues in Bilingual Higher Education Workshop

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The purpose of this paper is twofold: (1) to examine the principal issues affecting Hispanics in the area of bilingual higher education and, (2) to discuss alternatives to existing conditions directed toward effecting changes for the better. Some pertinent value premises which undergird these remarks are:

1. Bilingual education, as applied to the postsecondary level, enhances the education experience of Hispanics and of all individuals pursuing higher education.

2. Hispanics as a group have received less than desirable qualitative bilingual higher education services.

3. Institutionalization of bilingual higher education programs is desirable.

4. The State Department of Higher Education, and the State's institutions of higher learning have the capacity to improve educational services, both quantitatively and qualitatively, for Hispanics.

For the purpose of our work here today, it is necessary to establish working definitions of bilingual education, bilingual teacher education and, English as a Second Language teacher education in order to provide a basis to our discussion.

Bilingual education is an instructional process in which two languages are used as media of instruction to achieve the educational objectives of a postsecondary program. The role and function of each language within a program is dependent upon the type of bilingual education model that is implemented, i.e., transitional — where the native language is used in the process of instruction until the learner achieves competitive mastery of the second language -- or maintenance -- where the objectives are to develop linguistic proficiency in the learner's non-dominant language as well as to maintain and develop the native language through its use in the instructional process. In addition to a dual linguistic focus, bilingual education programs emphasize, to varying degrees, the development of multicultural awareness and sensitivity.

Deriving its objectives from this general definition, bilingual teacher education programs aim to prepare teachers with the knowledge and skills necessary to implement elementary and secondary bilingual classroom instruction. Generally, such training includes the theoretical foundations of bilingual education: linguistics, anthropology, sociology, psychology; and their application through teaching methods in the first and second languages.

We also have English as a Second Language (E.S.L.) teacher education programs which provide training in linguistics, anthropology, the sociology of language, teaching methods to prepare teachers in this area.

These programs -- that is, bilingual education, and bilingual teacher education -- constitute two varieties within bilingual higher education. Since E.S.L. teacher education affects the education of Hispanics, it will also be discussed.

With these definitions in mind, let us proceed to a brief account of existing bilingual higher education programs in New Jersey's colleges and universities.

Based on the Survey of Bilingual Higher Education Resources conducted by the Department of Higher Education in 1977-78, there are presently twenty (20) institutions of higher education that offer bilingual programs of instruction or individual courses using a bilingual approach. Of the twenty institutions, thirteen (13) are two-year public colleges, six (6) are four-year public and graduate colleges, and one (1) is an independent college.

In the area of bilingual teacher education, there are thirteen (13) colleges and universities that offer state-approved bilingual teacher education programs leading to permanent endorsement. In addition, four (4) institutions provide individual course offerings to prepare teachers in bilingual education. The breakdown by sector is as follows:

- 2 Public Two-Year Colleges
- 8 Public Four-Year and Graduate Colleges
- 7 Independent Colleges

In the area of English as a Second Language, there are seven (7) institutions that offer state-approved programs of E.S.L. teacher education which lead to permanent certification. Six (6) additional colleges and universities provide individual course offerings in this area. The breakdown by sector is as follows:

- 1 Two-Year Public College
- 7 Public Four-Year and Graduate Colleges
- 5 Independent Colleges

The results of the Department's Bilingual Higher Education Survey also indicate that, together with English, the Spanish language and Hispanic cultures are the target cultural-linguistic focus of a great majority of

programs. Of the thirty-one (31) institutions that offer bilingual higher education, twenty-six (26) have a Hispanic culture, Spanish language orientation. This is to be expected, of course, since in New Jersey Hispanics constitute the largest minority group who speak a language other than English. In fact, recent population estimates in New Jersey indicate that Hispanics represent approximately 8.7% of the total population. More specifically, in counties such as Hudson, Hispanics account for nearly 30% of the total number of residents.*

Historical Perspective

Since 1968, a few New Jersey institutions of higher learning have initiated bilingual and E.S.L. activities which included on-site college level course offerings, courses leading to high school equivalency diplomas and adult basic education programs. Two years later, 1970, marked the beginning of direct Title VII of the E.S.E.A. federal funding to institutions for the implementation of bilingual teacher education programs. At that time, the programs provided graduate level courses for in-service bilingual teaching personnel.

In 1974, the Department of Higher Education conducted its first statewide survey of bilingual higher education resources. The results of that survey showed that three (3) institutions of higher learning offered English as a Second Language (E.S.L.) teacher training; four (4) offered bilingual teacher training and nine (9) offered programs using a bilingual approach to instruction. During that time, the cultural-linguistic focus of most bilingual higher education programs was Hispanic cultures/Spanish language.

This brings us to 1975 -- the year in which Governor Byrne signed the Bilingual Education Act, mandating bilingual instruction for students who are of limited English-speaking proficiency.

With the enactment of bilingual education legislation, the Department of Education's Bureau of Teacher Certification and Academic Credentials organized a statewide committee to develop guidelines for the certification of bilingual and E.S.L. teachers. Once these guidelines were adopted by the Board of Education, institutions of higher learning began applying for State approval of their bilingual and E.S.L. teacher preparation programs. This was in direct response to the demand for certified bilingual and E.S.L. teaching personnel at the school districts.

Initially, after the passage of the law, most of the programs were offered at the graduate level. Consequently, the prime intent was to certify teachers who were already practicing in the field. It was not until later that a dual focus emerged -- that is, not only the graduate level programs for practitioners, but also, undergraduate programs to supply a cadre of professionals to a quickly growing field.

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*Office of Business Economics, Department of Labor and Industry; Population Estimates for New Jersey, Trenton, N.J., 1976

In the area of postsecondary bilingual education, as opposed to bilingual and E.S.L. teacher preparation, neither the Department of Higher Education nor the Department of Education established any program guidelines. The rationale for not developing guidelines for the approval of bilingual programs lies in the fact that bilingual education is an approach that can be applied to any existing program, and not a separate program in and of itself. As such, it is believed that additional guidelines from the State are not necessary.

An Analysis of the State of the Art Bilingual Postsecondary Programs

While the quantity of colleges offering bilingual programs may seem appropriate to meet the needs of the State's linguistic minority student population (primarily Hispanic), the quality of most of these programs seems in need of improvement. However, there are hardly any data to provide a qualitative description of the actual state of these programs. Bilingual higher education programs are rarely reviewed since they are subsumed under other academic programs. Thus, there is a scarcity of documentation regarding the extent to which they are meeting acceptable criteria.

To understand the problems that surround these programs, one needs to analyze the framework in which they operate.

Our institutions of higher learning perceive the Hispanic student who is of limited English-speaking proficiency as being linguistically and culturally deficient. They view the student as having a "problem" since he/she does not progress in the established academic programs, that is, through an all-English curriculum. Consequently, they provide remediation in basic skills without incorporating the linguistic and cultural characteristics of the target student population.

As a result of these misconceptions, most institutions offer programs whose thrust is in reality, "English as a Second Language" skills development. The possible causes of program failures are the following:

1. Research studies have found that the least effective way to teach language is by making it exclusively the object of instruction. This is the case with most of our programs.

2. There is little financial commitment from the institutions to bilingual programs. More than half of the institutions previously discussed rely on federal funds to implement their programs. Consequently, these programs lack stability and are perceived by the colleges as temporary -- not as an integral part of the institution's function to meet its social and academic responsibilities regarding equality of opportunity, as well as quality of educational services.

2. The recurrent practice of omitting bilingual higher education from long-range institutional planning is evident in the institutions of higher learning and the State Department of Higher Education. (Clearly illustrating the policy of exclusion is the Department's omission of bilingual higher education as one of its goals in the Call for the Preparation of the 1980 New Jersey Higher Education Statewide Plan).

3. Poor recruitment and selection procedures for Hispanic faculty and staff often create critical problems:

   a) lower level faculty ranks;
   b) lower quality of services to the target student population;
   c) high risk of program failure;
   d) perpetuation of negative stereotypes of minority programs.

4. Hispanic staff and faculty are assigned additional responsibilities which often prevent them from pursuing the necessary prerequisites for tenure and promotion, i.e., research, publications, etc.

5. The data-gathering mechanisms employed by the Department of Higher Education need to include requests for more information in order to provide a clearer perspective of the status of bilingual higher education. At present, the data that is collected does not include program enrollment figures, age distribution of student population, socio-economic characteristics, and fields of concentration pursued by the target student population.

6. Bilingual and E.S.L. teacher certification guidelines consist of a list of course titles with corresponding descriptions. They (the guidelines) do not outline a specific set of criteria to be met in order to teach in the bilingual and E.S.L. classroom setting.

7. At the State level, there is an inherent problem in the administration of the bilingual and E.S.L. teacher certification process. While the programs to prepare teaching personnel are offered at institutions of higher education, the administrative office which regulates teacher certification is based in the Department of Education. Thus, a lack of coordination between these Departments often creates serious difficulties in the establishment of accountability procedures.

8. The Department of Higher Education has not adopted guidelines for bilingual education programs to regulate their development. As a result, the majority of bilingual education programs serve as temporary equity measures whose thrust is immediate remediation.

Strategy Options

1. Inclusion of bilingual higher education in the 1980 master planning activities through the formation of a funded task force whose charge will include, but not be limited to:

   Bilingual Education

   a) identifying the goals of bilingual education at postsecondary level;

   b) development of bilingual education program models;

   c) developing a statement of policy and guidelines regarding the mission of each higher education sector in providing bilingual educational services;

   d) developing a statement of policy regarding the funding of bilingual educational services;

   e) identifying the cultural, linguistic, and demographic characteristics of the target student population;

   f) reviewing the current number, size, and type of bilingual education programs in the State and recommending ways in which existing programs may be improved, expanded, or consolidated.

   Bilingual and E.S.L. Teacher Education

   a) identifying goals of bilingual and E.S.L. teacher education in the State (as implied in the Bilingual Education Act and the Bilingual and E.S.L. Teacher Certification Standards);

   b) reviewing and making recommendations on the form and content of bilingual and E.S.L. teacher certification requirements;

   c) reviewing and assessing the "field endorsement" method of awarding bilingual and E.S.L. teacher certification;

   d) assessing bilingual and E.S.L. teacher education programs at the graduate and undergraduate levels (as a means of upgrading the quality of new teachers and improving the retraining or enhancement of in-service personnel);

   e) identifying model bilingual and E.S.L. teacher education programs;

   f) identifying alternative methods for the evaluation of bilingual and E.S.L. teaching performance;

   g) determining the role of teacher language proficiency (in two target languages) in the bilingual teacher certification process;

h) assessing the "competency examination" process as an alternative means of obtaining bilingual and E.S.L. teacher certification.

2. The Department of Higher Education should assume the responsibility of regulating the teacher certification process. This would eliminate the problem of coordination between the two Departments, as well as avoid the present system of dual accountability.

3. The Department of Higher Education's survey instruments should request specific information concerning Hispanics in all areas of higher education, i.e., student enrollment and fields of concentration, student socio-economic characteristics, student age distribution, faculty/staff rank, tenure, and salary range.

4. Institutions of higher education must establish more extensive recruitment efforts to gather a larger pool of Hispanic applicants, as well as provide staff development opportunities.

Discussion paper for Academic Programs Workshop

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"We will not become what we are until we have destroyed what they have made of us."

—Jean Paul Sartre, Prologue to "The Condemned of the Earth"

Introduction

Before analyzing the problems faced by "Hispanic academic programs" in the State of New Jersey, it would be useful to first outline a definition of the area to be analyzed. Academic programs are those institutional divisions (departments, centers, etc.) that are devoted to studying and discussing the reality and/or the cultural, social and historical process of Latin America, of some of its nations, and/or of Latin American communities in the United States. Typical of the organizations that respond to this definition are Departments of Puerto Rican Studies, of Latin American Studies, Hispanic Studies, Latino Studies, or Chicano Studies.

At present, throughout the state, only two existing programs fall within this definition. These are the Department of Puerto Rican Studies at Livingston College, and the Program of Latin American Studies at Jersey City State College.

In addition, a Puerto Rican Studies Program is developing at Rutgers-Newark (this program was formally approved by Rutgers in March 1979), and there are other programs, such as the "Weekend College," at Montclair State College, where some courses and conferences on these themes are offered.

Origin and Goals of the Programs

The origin of these programs in the eastern United States can be traced to the decade of the 1960's, as a result of demands by students, and those of ethnic minority groups seeking to reaffirm their culture. In New York, there were created academic programs and departments whose basic task was to offer these ethnic minority students a place in which they could engage in academic discussions of their origins, development and perspectives within the multi-national context of the North American nation. Faced by the dominant theory of the "melting pot," a new multi-national vision emerged, in which racial and ethnic minorities in the United States would strengthen their roots, their language, and their racial or national pride, within a new national vision that would not only respect, but stimulate, this process.

In addition to these academic functions, the programs to be created would fulfill other equally important objectives, such as:

- Break the exclusivist, Western European hegemony as an historical, moral, and cultural model for North American university life.

- Offer the minority student a place where he or she, in their own language, can share and discuss problems with their own people; this would help to combat the feelings of solitude and alienation caused by the racism that is so dominant in these educational institutions.

- Contribute to the understanding of the reality of these groups, within the North American social context, and contribute to their organization and mobilization.

- Contribute to the integration of minority students into the university or college environment, and improve their basic skills so that they can successfully face university life.

- Sponsor conferences, concerts and other social and cultural activities, to complement academic activities.

The activities generated by these educational centers gave an additional stimulus to the development of Puerto Rican life, first in New York and later in other U.S. cities. Centers of this type were created in practically all cities with large Puerto Rican or other Hispanic populations, including Jersey City, New Brunswick, Newark, Hartford, Chicago, Philadelphia, Albany and others. The centers became nuclei for Puerto Rican (and in a certain sense Latin American) university student life in these cities.

Importance of These Programs

The importance of these centers cannot be considered outside of the context of ideological and political struggle in which they emerged. In the same way that their origins are part of the political activism of the 1960's, their permanence and development depends upon an understanding of their importance by the Puerto Rican and other Latin communities in the U.S.

One characteristic attributed to our people in the U.S. is their tenacity in preserving their culture and language. We shall not now discuss (due to the brevity of this essay) the pros or cons of this issue, but we can certainly affirm that these programs are basic to the strengthening of a sense of identity within the U.S. society, where overwhelming forces push various ethnic groups towards assimilation and integration.

The issue of search for identity is broader than the political perspective. It is necessary to promote a healthy emotional development based on the security offered by a critical (but positive) examination of one's own cultural and historical values.

Curriculum

The curriculum of the academic programs we are analyzing has not seen much growth in the past decade. We should analyze what should be the basic curriculum components of the programs in terms of the goals of these programs. We can identify five of these:

1. Historical component

It is necessary to analyze the historical evolution or our nations or origin, in order to understand the past, as well as to face the uncertain future

with some sense of unity, as Latins who reside (or are trapped) in the United States. It is important to emphasize the need for the scientific study of history, to break away from the stereotyped versions of the development of our various nations of origin; stereotypes not only in the minds of North Americans, but often also shared by many of our own countrymen. History is a scientific discipline and must be studied with academic rigor, and analyzed with proper instruments; if not, we run the risk of reinforcing prejudices or, even worse, developing an exclusivist, reactionary chauvinism among our students.

Within this component, we include such courses as History of Puerto Rico, History of Latin American Social Movements, History of the Labor Movement, Development of Social Classes, etc.

2. Cultural component

We must share with our students the analysis of the development of culture. We must rise above the folkloristic focus that has prevailed among many of our scholars, and analyze cultural phenomena adequately. Anthrolpology provides us with the proper tools for understanding culture in its double dialectic dimension of man-nature and man-society.

Cultural analysis should not consist of unwarranted praise of our cultural characteristics. Rather, it should be a critical analysis of our virtues and flaws as men and women, formed in a natural and social environment characterized by forces that influence us. As Marx has said, "The tradition of dead generations rests like a heavy burden upon the brains of the living."

3. Economic component

Because they are so vital, it is necessary to increase curriculum offerings in this area, in order to analyze the economic factors that have influenced (and continue to influence) our communities. Courses such as Economic Development and Underdevelopment, the Role of Foreign Investment in our countries, the Economic Realities of Hispanic Communities in the U.S., and other courses of this type are needed to provide a more accurate vision of our social processes.

4. Political component

The analysis of political institutions in Latin America is essential to understanding our reality. We include within this component studies of constitutional development, of political parties, of ideologies, and of contemporary problems.

More curriculum studies are needed in the area of the political participation of Puerto Ricans and other Hispanics within North American political processes.

One of the major problems of our communities in the U.S. is their limited political participation, not only within the traditional structure of national parties, but also in developing alternatives, within the context of North American politics.

5. Component on Migration and Puerto Rican Communities in the United States

In this area, emphasis should be given to multi-disciplinary courses that provide a more coherent view of the situation of our people in the U.S. We must encourage group and individual research on specific problems, in courses, and in seminars, in order to put students in touch with the most important problems in their communities, such as employment, education, housing, national identity, etc.

Current Status of the Programs

We can identify five fundamental problems facing programs that are currently operating:

1. Lack of adequate human and material resources;

2. Lack of student interest, reflected in declining enrollment;

3. Lack of understanding by the administration of the particular problems of these centers;

4. Negative views on the part of the "traditional faculty" towards this area of studies; and

5. Insufficient linkage with the Hispanic community.

The first of these problems affects the development of programs, and of the individual faculty members. The lack of resources requires faculty members to dilute their efforts in multiple tasks that undoubtedly affect the quality of services they provide. On the other hand, the fact that faculty must become involved in "non-academic" tasks affects the achievement of certain objectives that are considered relevant for promotion and positive evaluation by university authorities. Often, research, publication, and even preparation for courses, are affected by these multiple tasks. Also, since the faculty is engaged in tasks which normally do not fall within their area of responsibility, the university is not required to hire additional Hispanic personnel in areas such as counseling, community relations, student affairs, and other non-teaching related areas.

The second factor, which is of great concern, is that the current student generation is much less active and politically aware than the previous generation. This can be seen in the types of courses in which they are enrolled. In addition to a moderate reduction in enrollment for these courses, we have also noted a marked decrease in student interest with reference to the content of these courses. This undoubtedly affects the quality of teaching, as well as the very purposes for which these departments were created. It is not only difficult, but impossible, to generate a non-traditional education without students who are motivated and willing to become involved in these courses.

The third problem deals with the academic community. The non-traditional role of these departments has not been adequately understood by the institutions of higher education administrations. Often, the criteria used for evaluation fail to reflect the reality or needs of these programs, and in some cases additional requirements are irrelevant to the mission of these programs. These administrators must be made to understand the special nature of our tasks.

The fourth problem consists of resistance to change, racism, and fear of displacement.

It has been very difficult for the academic "establishment" to accept the entry into the university of programs and individuals who not only do not conform to their traditional expectations, but are also radically different from them. The creation of these programs threaten to break the monopoly on knowledge maintained by some traditional "gurus" in certain academic areas. Take, for example, the case of the history professor who has taught a course on Latin American History for 10 years, and now views, with fear, the creation of innovative courses about Latin American realities, which not only threaten his traditional viewpoints, but also reduce enrollment in his traditional courses.

This resistance has caused some problems, especially when these professors occupy important positions in the university (the Academic Senate, for example), and they have tried to impede the development of new courses, and of important curriculum modifications in our programs. We have often received complaints from students and Hispanic professors, concerning derogatory remarks, and threats of non-accreditation, with reference to courses given in Hispanic programs.

The fifth problem is perhaps the one of greatest importance to the future development of our programs. It is unnecessary here to explain the importance of healthy relations with the Hispanic community. By community, we mean community agencies, interested individuals, political groups, social and cultural organizations, public schools, and other types of community authorities.

These programs must develop a dialectical vision of their community activities. On the one hand, we must serve community needs; on the other, we must retain the right to criticize those things which we believe to be incorrect. These programs under no circumstances should allow themselves to become branches or dependencies of community agencies, but our academic arrogance should not isolate us from the opinions and realities of these communities.

We must try various means of utilizing our contacts with community groups, in order to open up debates on topics of general interest; and the communities should feel free to make suggestions on curriculum, become involved in school enrollment activities, and other areas. The future of our programs depends, to a great extent, upon our ability to coordinate our efforts with those of the community, in the struggle to affirm our right to an education, and to discuss our reality and social progress among ourselves.

Final Observations:

Because of time limitations, this is not a definitive document. It is the result of views accumulated over a period of time, while working within the area being discussed. Fundamentally, it is motivated by the deep feeling of commitment that we have developed towards our community in the United States, and its struggle to affirm itself within an environment filled with hostility and prejudice. We maintain what we have said at the start; these programs are a basic weapon in the hands of the people, in their desire for education and organization. We also maintain that the development of our people depends considerably upon our efforts to inculcate students with a profound love for their history, culture and collective future.

After all, in the words of Bernado Vega, "Patria is not some property to be inherited, but a possibility to be achieved."

Discussion paper for Supportive Services Workshop

Prepared by:

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Foreward

The following presentation is meant to serve as a catalyst for workshop discussions on how existing college supportive services relate to Hispanics in general, and Puerto Ricans in particular. The document presents an overview of the topic and is not intended to stifle or limit the input of workshop participants.

The establishment of mandatory basic skills testing for incoming freshmen in New Jersey colleges and universities has produced findings which warrant decisive corrective action. Figures released by Edward E. Barr, Chairman of the New Jersey State Board of Higher Education, reveal that, of the current New Jersey freshmen class taking the basic skills test, 57 per cent failed elementary algebra, 45 per cent failed arithmetic, 42 per cent failed writing, and 39 per cent fell below par in reading comprehension.*

There are several possible explanations which can be viewed as the underlying reasons for these dismal scores. A commonly held notion is that primary and secondary schools are simply not providing students with adequate skills necessary to pursue goals in higher education. Another belief is that students who would not normally go to college are now opting to matriculate because of the open enrollment policies of some colleges. Also posited is the argument that low student scores are to be expected because expanded state and federal financial aid programs are making higher education accessible and affordable to students traditionally described as educationally and economically disadvantaged.

The explanation which comes closest to the actual truth of the matter is probably contingent upon what sub-group of students one is investigating. Some student sub-groups may not fit into any of the offered explanations, while others may fit into one or a combination of the possible explanations. Looking at the Puerto Rican and/or Hispanic student as a distinct sub-group, a reasonable assumption is that this student fits into the collective whole of explanations proffered.

Exactly what number or percentage of students receiving the cited low scores are Puerto Rican and/or Hispanic is unknown. What is known is that New Jersey colleges have accepted students whose basic reading, writing and computational skills are lacking. This implies that colleges stand ready to provide these students with the supportive services necessary to ensure their retention and eventual success in their educational endeavors.

Using the preceding as a premise for justification, the remainder of this presentation will dedicate itself to examining some of the existing supportive services found in colleges throughout New Jersey, and how these services relate to Puerto Rican and/or Hispanic students.

The task of making such a comparison is a difficult one. The dearth of available data in this area hinders a truly objective examination of how existing supportive services programs relate to Puerto Rican and/or Hispanic college students. Therefore, what follows is a combination of the thoughts of this author and a restating of facts and opinions contained in an October, 1976 Report of the U.S. Commission on Civil Rights entitled, Puerto Ricans in the Continental United States: An Uncertain Future. Since the majority of Hispanics involved in New Jersey higher education are

* Editorial, "Many Collegians Can't Cope with 3Rs", The Burlington County Times, November 13, 1978.

Puerto Rican, (author's assumption) the use of the Commission report is particularly useful.

Also used are data derived from the New Jersey Educational Opportunity Fund, Fifth Annual Report.

EXISTING SUPPORTIVE SERVICES

Student supportive services commonly listed in the catalogs of many New Jersey state-supported colleges and universities include tutoring, counseling, and a variety of financial aid programs. In light of the recently initiated state basic skills testing program, a number of colleges are also identifying developmental or remedial precollege courses as an element of their available supportive services. Few institutions include an entire academic foundations department among their list of available supportive services and fewer yet make mention of any type of bilingual program for students of limited English proficiency.

THE PUERTO RICAN COLLEGE STUDENT

The U.S. Commission on Civil Rights Report found that, while the number of mainland Puerto Ricans entering college appears to be increasing, the increase is due mainly to the "open enrollment" practices of some colleges and the infusion of "feuerally funded financial aid and support services". Also cited by the report is that, while Puerto Ricans are indeed attending college in larger numbers, data relating to their attrition rate due to academic problems or insufficient financial resources is not yet available. Additionally, figures showing the number of Puerto Ricans beginning college at any given time and their subsequent graduation two or four years later is also unavailable.

Facing the stated lack of available data, Commission field researchers used their findings in New York, Philadelphia, Newark, and Chicago to suggest the following composite of the mainland Puerto Rican college student.

> The student is more likely to be male than female and from a low income family. He is the first in his family to go to college and is somewhat older than the average student, as he may have worked or completed military service prior to entering college. He is likely to be a first year student at a relatively low-cost, 2 year or community college, or at a college or university with open enrollment policies. He commutes to class in an Eastern metropolitan area or in Chicago. He is receiving financial

> aid, probably from a variety of sources. He is majoring in the social sciences, perhaps education, Spanish, or social work, rather than the physical sciences. He is severely handicapped by earlier educational deficiencies, particularly in communication skills. The Puerto Rican student is unlikely to complete his or her education in the normal 2- or 4-year period, but will drop out for a semester or more and return later. Even over the long run, the student has less than a 50-50 chance of graduating. If a Puerto Rican manages to survive the high dropout rate in high school, he or she then must face the steep cost of college and the difficulty of securing financial aid.

TUTORING AND COUNSELING

Using this composite sketch as a frame of reference, Commission field researchers found that in many colleges, "Few tutors are available to assist Puerto Rican students with college level work." In regards to counseling, Commission researchers concluded that, "college counseling staffs are usually limited, and few have Puerto Rican or other Hispanic counselors." The report goes on to cite the comments of a faculty member at the University of Illinois Chicago Circle campus who charges that the level of counseling there is "poisonous." He claims that counseling helped Puerto Rican students to survive by "...teaching them tricks, pacifying them, and showing them easy courses." He offered this as one reason for why three-fourths of all Puerto Rican students drop out of the college.

FINANCIAL AID PROGRAMS

The increased number of federally and state funded financial aid programs has had a positive effect on making college accessible to Puerto Rican students. Federal aid programs such as the Basic Education Opportunity Grant (BEOG), Supplemental Education Opportunity Grant (SEOG), College Work Study (CWS), National Direct Student Loan (NDSL), and the Guaranteed Student Loan, have all been instrumental in helping Puerto Rican students meet the spiraling cost of higher education. However, while these programs assist the student in paying for his/her education, they do not provide for additional supportive services geared to enhance student retention.

State-supported financial aid programs in New Jersey include the Educational Opportunity Fund (EOF), Tuition Aid Grant (TAG), and the Garden State Scholarship program. Of these, only EOF provides for assistance in meeting college cost while at the same time granting funds for the maintenance of supportive services. The supportive services covered by EOF include tutoring, developmental courses, counseling, diagnostic testing, and full-time summer programs.

Data illustrating the extent of Puerto Rican student involvement in the EOF program is contained in the Fifth Annual Educational Opportunity Fund Report which covers the 1975-1976 and 1976-1977 academic years. According to the report, during the 1975-1976 academic year, the EOF program provided service for a total of 13,064 students. Of this total, 1,490 or 11.4% of the students were Puerto Rican. The 1976-1977 academic year shows that there was an overall decrease in the total number of students served by EOF and a subsequent decline in the number of Puerto Rican students benefitting from program services. The EOF program accommodated 12,557 students during AY 1976-1977. Puerto Rican student representation for this same period amounted to 1,382 students or 11.0% of the total population.

The report claims that the decreased number of Puerto Rican students enrolled from one year to the next does not necessarily conclusively indicate a continuing decline in Puerto Rican student program participation. The rationale cited for this claim is that the number of EOF participants has fluctuated since 1972. To further stress its point, the report refers to the first EOF Annual Report (1968-69, 1969-70), which shows that, at that time, Puerto Rican program enrollment accounted for only 4% of the total, versus 11% today.

DEVELOPMENTAL COURSES

A recent focus of many colleges has been that of providing developmental courses for students lacking certain basic skills. Inasmuch as the majority of these courses are relatively new, the data necessary to substantiate their effectiveness in raising the basic skills level of students is as yet unavailable.

Most developmental courses are develcped with the English-dominant student in mind. The value of developmental courses in the areas of English reading and writing may thus be of little worth to the Puerto Rican student, whose communicative difficulties differ from those of his English dominant counterparts. With this in mind, some colleges have added "English as a Second Language (ESL)" courses to their listing of developmental courses.

Some colleges have found it necessary to create entire academic foundations departments in order to cope with the growing number of students needing supportive services in improving basic skills. Along with providing developmental course work, these programs are also designed to provide tutoring and supplemental assistance through the establishment of reading and writing laboratories. Here again, however, the emphasis seems to have been directed toward the particular skill deficiencies of English-dominant students.

A small number of New Jersey colleges have apparently come to the realization that the educational needs of Puerto Rican and other Spanish speaking students are not always in consonance with those of the English-dominant student. In an attempt to provide parity in the quantity and quality of supportive services, some colleges have made efforts to institute bilingual programs. Others have established departments of Puerto Rican and/or Hispanic affairs.

CONCLUSION

To obtain an overall picture of how colleges have related to the specific needs and concerns of Puerto Rican students, this presentation closes by again citing the U.S. Commission Report:

> Largely because of inadequate support services, low-income students often feel like intruders in a traditionally white, middle-class environment. ...Puerto Rican students are often an anonymous entity in affirmative action programs. Receiving little attention from college staff, sometimes living away from home for the first time, noting the absence of Puerto Rican administrators, faculty, and even clerical staff, many are often lost in the shuffle. Finding the college atmosphere cold and rigid, the temptation to drop out looms large.

Discussion paper for Political Dynamics in Higher Education Workshop

Prepared by:

Rev. Alfonso A. Roman
Executive Director
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Introduction

This paper represents a preliminary attempt to understand the political dynamics involved in the Higher Education network. It reflects a very general analysis of the Board of Trustees of 5 institutions (Stockton, Jersey City State, Rutgers, Essex County and Cumberland County), conversations with various individuals related to these institutions, and the author's experience with the Higher Education bureaucracy in the last 6 years.

It should be used as a guideline for a more thorough analysis of the problem and to promote strategies to readdress a deficiency that is affecting the possibility of adequate education in the Hispanic community.

After a brief analysis of the problem, a set of recommendations is given, in which the main thrust is a vigorous effort by an advocacy group to put pressure on its local institution. Lacking the political and economic muscle needed to impact upon the decision makers, we have to use the power of institutional accountability to the Hispanic constituency.

The Problem

In the State of New Jersey there are eighteen (18) two-year colleges, and eight (8) State colleges, and one State University. In a brief analysis of the members of the Boards of Trustees or governance boards, we have found that there is an Hispanic representative in only three of them. The three exceptions to what seems a systematic rule are Middlesex County College, Stockton State, and Jersey City State College. In the major policy-making body of the higher education system, i.e., the Board of Higher Education, there is no Hispanic representative. In the Board's history there has been one Hispanic, whose term ended in 1971.

In its section on accountability, The Call describes the role of the governance bodies of the institutions as follows:

> In recognition of the special role played by higher education in a free society, elected officials wisely have delegated governance of institutions and systems to trustee boards and boards of higher education. This arrangement helps to insulate higher education from partisan political interference and assures a reasonable buffer or spaced interval, between institutions and government, their major source of financial support. The autonomy of higher education institutions has been a long held value in their country in recognition of the fact that institutional initiative and innovating are the direct results of the ability to function with minimal bureaucratic controls. Nevertheless, in recent years autonomy has been affected by the constraints of collective bargaining, by the growing dependence of institutions on government for funds, and by the accompanying fiscal controls demanded by government. (page 66 of The Call)

These boards, then, are legally entrusted with the fiscal and academic control of the institutions. This means financial planning (alternatives for funding as well as priorities) and programmatic development.

In the case of the County Colleges, the Board of Trustees are responsible for academic approval and fiscal control. They are accountable not only to the Board of Higher Education, but to the Board of County Freeholders, which provides 2/3 of their operational budget.

The State Colleges have their own boards of trustees but ultimate control resides in the Board of Higher Education which provides most of their funding.

Rutgers University, as well as NJIT, are under the responsibility of a Board of Governors which establishes its own statutory powers and guidelines. However, their budgets and academic programs must be approved by the Board of Higher Education.

Hispanics constitute a significant segment of the population of the State (roughly 7% of the State population). However, policy decisions are made constantly that affect their higher education opportunities, without them being able to express their concerns.

This represents a problemmatic area that must be addressed promptly.

Analysis of the Problem

Who appoints these boards?

The appointment to the different boards varies according to the type of institution. In the case of Rutgers University, the Legislature created a Board of Governors in 1956, as the governing body of the University. Furthermore,

> it also provided for the continuation of the Board of Trustees in an advisory capacity with certain fiduciary responsibilities over assets of the University in existence before 1956.
>
> All members of the Board of Governors are also members of the Board of Trustees. The Board of Governors is composed of eleven voting and two ex officio members. Of the eleven voting members, six are appointed by the Governor of the State with confirmation by the State Senate and five are elected by and from the Board of Trustees; the two ex officio members are the Chancellor of the State Department of Higher Education and the President of the University.
>
> The Board of Trustees is composed of fifty-nine voting members and the two ex officio members who are also members of the Board of Governors. The fifty-nine voting members are chosen in the following way as mandated by state law: twenty-five charter members and three women nominated by the Nominating Committee of the Board of Trustees; five public members appointed by the Governor of the State; six governor members appointed by the Governor as public members of the Board of Governors; twenty alumni members nominated by the various alumni organizations of the University.

The State Board of Higher Education makes the appointments to the different state colleges' boards of trustees. County Boards of Freeholders have the power to appoint members to the boards of their respective community colleges. The State Board is appointed by the Governor and confirmed by the Legislature.

Who are appointed to these boards?

A brief analysis of the boards' composition of various institutions of higher education revealed that their members represent the following categories:

-Bank Officers
-Big Business representatives
-Lawyers
-Educators or representatives of education-related advocacy groups

The political affiliation of the members of the boards reviewed tend to lean significantly toward the Democratic Party. It seems that the contacts in the political world have a significant influence in the appointments. In State Board appointments, senatorial courtesy has an important value. At present, more and more attention is given to the female/male ratio on the boards. We do not see a similar concern in terms of ethnic representation.

What real power do these boards have?

In conversations with some of the members of these boards it seems that their role is not that meaningful. The complexity of the institutional world is such that they find themselves following the recommendations of the administrators without having much input.

Nevertheless, changes are allowed, and at least one of the Hispanic representatives felt that something was accomplished through his participation.

What other forces are involved in institutional governance?

There are also other important pressure groups that must be considered in the power struggles of the different boards. They are organizations such as the Association of Independent Colleges and Universities, the Council of County Colleges, the Council of State Colleges, and the faculty and student unions.

Alternatives to the solution of the problem.

Political influence is an important factor in the selection of the trustees. The political influence of Hispanics is very limited. Even if all Hispancis eligible to vote voted, there would not be enough votes to demonstrate a significant force.

Financial and corporate influence are other important elements in the appointments. Hispanic entrepreneurship capabilities, however, are incipient.

Lacking these two important elements, the only alternative seems to be the pressure of advocacy groups related to each institution and the pressure that could be exerted upon the Governor.

Recommendations

1. A thorough analysis should be made by an advocacy group, of the board of their local institution of higher education. Elements that should be included in this analysis are

   -present members of the boards
   -business affiliation
   -political affiliation
   -expiration date of terms
   -influence on board's decisions
   -appointment patterns (including who recommends and who approves)

2. A plan, to be monitored by a statewide Hispanic group, should be developed to insure that at least one Hispanic is appointed to each Board of Trustees by 1980.

3. The State Board of Higher Education should be requested to include a Hispanic in their Commission to Study the Mission, Financing, and Governance of the County Colleges in order to guarantee inside knowledge and input in the governance and accountability strategy related to the present planning process.

4. A request should be made to the Governor to appoint at least one Hispanic to fill one of the five (5) vacancies to occur in 1979 on the Boards of Trustees and Governors at Rutgers University.

5. The Hispanic staff member of the State Board of Higher Education should be kept aware of the consultation process between the Department and the institutions as related to the problem of accountability (see page 67 of The Call) and guarantee Hispanic input in that process.

Discussion paper for Development of a Statewide Association Workshop

Prepared by:

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Education is a basic, inalienable right of New Jersey's Hispanic community. Education, particularly higher education, is the most effective instrument of development and economic, political and socio-cultural transformation available to our community, both at the individual and collective levels.

At present, despite the "conquests" of the Decade of the 1960's, the Hispanic community continues to be denied full access to, and participation in, higher education. This perpetuates and aggravates the system of discrimination, inequality and injustice to which it has been traditionally subjected. An educated Hispanic community, conscious of its national and cultural roots, and of the problems that confront it, as well as of the need to establish effective means of action for improvement and development, constitutes the decisive, key element against discrimination, inequality and extreme poverty, within the present social system.

Due to the struggle of our community, as Dr. Hilda Hidalgo has indicated in her keynote address, as well as other related factors, the slow process of breaking down the barriers to higher education has begun. Nevertheless, this process of "melting the chains" of discrimination and inequality has only represented a beginning, which in some ways is merely symbolic, and at times is subject to reverses. As Dr. Hidalgo has stated, our community now represents only 2% of enrollment in the state's higher education system, after years of struggle and unfulfilled promises. We all know, from study and from first-hand experience, the statistical panorama of our community. (See, for example, the data profile, Hispanics in New Jersey, Congreso Boricua de New Jersey, October 1978, and the U.S. Commission on Civil Rights, Puerto Ricans in the United States: An Uncertain Future, Washington, October 1976.)

Other working groups at this conference will carefully examine some of the important problem areas affecting Hispanics in higher education in this state. At the end of the conference, we will have concluded the first step in formulating Our Plan for Hispanic Higher Education in New Jersey. Then, the real work will only have begun.

As an integral part of this joint effort, it is the task of this workshop to examine the following two vital elements, and make the necessary recommendations to the Plenary session.

1. The need for our community to create and establish a permanent, efficient instrument of action that will continue the work begun here. This instrument will be involved in the continual process of identifying and analyzing the realities, problems and solutions affecting Hispanics in

higher education. This will be the political-administrative instrument, or body, that will be involved in the struggle and implementation of the "Master Plan for Hispanics in Higher Education."

The urgent need for creating such a permanent action organization was clearly presented yesterday by Dr. Hidalgo. In addition, each and every one of the men and women at this conference has had direct, personal experience which explains the need for an action organization at the state level, which permits us to formulate and carry out a Master Plan.

To understand the first part of the problem of need, it suffices to recall some of the points made by Dr. Hidalgo:

1. We have to insure that the 1980 New Jersey Higher Education Statewide Plan responds positively to the legitimate needs of Hispanics and provides the ways and means necessary to meet those needs.

2. Hispanics are still 2% or less in state supported institutions of higher education.

3. We have to assume an "acting-offensive strategy" rather than our traditional "reacting-defensive strategy."

4. The Call by the Board of Higher Education for the preparation of the 1980 New Jersey Higher Education Statewide Master Plan does not adequately represent the Hispanics' interest and points of view.

5. The brief review of the history of Hispanics in Higher Education in New Jersey (landmark events) and the political lessons we have to extrapolate from it. Among the most important political lessons there are:

a) forceful, collective action is a powerful strategy in effecting change.

b) we must continue the struggle to assure that the "access" to higher education is not a tricky revolving door.

c) the Board of Higher Education is a political body that responds to political pressures and expediencies.

d) we must organize in terms of goals and agenda, and cut across the whole community.

This brief, but vivid outline of the sturggles and achievements of New Jersey's Hispanic community is clear, direct evidence of the urgent need to create a permanent action instrument. If to this we add (and we must, due to political realities) the nature, content and dynamics of the political decision-making process at New Jersey's universities, we can again see the need for establishing such an instrument. It is up to us, if we don't want history to keep repeating itself, to formulate our own Master Plan for Higher Education, and to create our own action organization to see that it is implemented.

Let us now turn our attention to the second item on the agenda of this workshop. What type of action instrument shall we create? What are its basic objectives, its organizational framework, its agenda for future activities? This item is more complex than the previous one, because it offers a wide range of alternatives. It also requires that several levels of action and decisions be made at this assembly, and at subsequent meetings.

Therefore, we recommend that the following principles be adopted:

1. That this Workshop Committee, and the Plenary Session should discuss and approve in principle, the basic elements, guidelines and general principles of the Association, which are mentioned in this report.

2. That a Provisional Steering Committee be designated to formulate suggested Rules of Association, and to schedule a Constitutional Assembly, based upon the principles of the previous paragraph.

3. That this Steering Committee be composed, at least, of the following persons:

1. Hector Delgado (South Jersey)
2. Margaret Rivera (Central Jersey)
3. Leopoldo Rivera (North Jersey)
4. Marcos Liederman (Rutgers)
5. Grizel Ubarry (Aspira of New Jersey)
6. Alfonso Roman (Puerto Rican Congress)

Objectives of the Association: Among others, the following objectives should be considered:

1. Formulate a Master Plan for Higher Education of Hispanics in New Jersey based upon the Final Report of this conference.

2. Represent, defend and serve the Hispanic community in the area of higher education.

3. Serve as liaison between the Hispanic community and private, state and national agencies that deal with higher education.

4. Serve as advocates so that public and university officials in New Jersey fulfill their responsibility towards the Hispanic community, in the area of higher education.

5. Promote the recruitment and retention of Hispanic students in higher education.

6. Promote the widest, most effective participation of Hispanic students in state and Federal financial aid programs.

7. Promote the development of excellence in academic programs which serve Hispanics.

8. Promote the development of bilingual education in university programs designed for Hispanics.

9. Promote the recruitment and maximum participation of Hispanics at all staffing levels in universities.

10. Cooperate with other state and local Hispanic organizations.

11. Hold an annual Assembly.

Basic Guidelines to be Considered:

Due to the complex array of alternatives relating to this aspect of our agenda, and within the realm of what is possible in this Assembly, the Workshop Committee and the Plenary should understand the following. The Committee and the Plenary could just as well decide to submit all of these aspects to the Provisional Steering Committee:

1. Members of the Associaiton

   a. faculty
      staff
      students
   b. representation of Hispanic organizations and associations.
   c. regional representation.

2. Financial and personal resources

   a. Source
   b. Dues

3. Date of the Constitutional Assembly

4. Previous mailing to members of the Constitutional Assembly of a draft of the proposed constitution, and of regulations formulated by the Provisional Steering Committee.

This working committee, as well as the Plenary, in their respective jurisdictions, should examine all of the aspects previously mentioned, and arrive at decisions. The decisions should not necessarily be limited to the options explained in this working draft.

"Until now, the philosophers have assumed the responsibility of interpreting our world. It is our turn to change that."

—K. Marx

Workshop Report on

Affirmative Action/Personnel Issues

Presenter: Alberto Montare, Rutgers University

Convener: Marcos Liederman, Rutgers University

Recorder: José Santana, Trenton State College

Problems Identified

Most institutions of Higher Education in the State of New Jersey have engaged in a number of futile activities that appear to comply with the Federal Executive Order #11246; the State Executive Order #61, and various status and regulations pertaining to the prohibition of discrimination and the implementation of affirmative action. These activities are, in fact, only paper commitments and continue to be ineffective in redressing past and present discriminatory practices against Hispanic faculty and administrative staff in the areas of recruitment, hirings, promotions, tenure and in merit reviews. If anything, some of the activities have only resulted in providing "equal access," such as permitting Hispanics to apply for jobs or promotions. For example, some institutions of Higher Education have developed Affirmative Action plans, have retained a full-time Affirmative Action Officer, and have developed Affirmative Action Advisory committees. However, institutions have ignored their plans, do not implement internal monitoring processes, and do not even provide valid statistical information to federal and state agencies.

Various institutions of Higher Education have partially addressed the issue of underutilization of Hispanic faculty and administrative staff, but have done so primarily through grants (soft monies). Given the strictures on universities and colleges' line positions (regular monies), individuals concerned with Hispanic employment can only foresee a stalemate, since Hispanics are recruited through grant positions and are lost when the grant expires. Hispanics have little or no opportunity for promotions to higher ranks.

At the federal and state levels, there has been a lack of enforcement by agencies to monitor the implementation of Affirmative Action programs and respond to complaints filed, particularly those submitted by Hispanics.

A unique problem in the State of New Jersey has been Governor Byrne's inactivity in responding to a grievance presented by a consortium of Hispanic organizations relating to violations of Executive Order #61. The grievance centers on the denial of affirmative action in the promotion and tenure of Hispanic faculty and staff at Rutgers University.

There is a dire need for accurate statistical data relating to Higher Education among Hispanics. During the 60's and early 70's, Higher Education responded in a very limited manner to the protests and demonstrations conducted by the Hispanic Community. The present-day climate of Affirmative Action and retrenchment requires a quantitative statistical analysis to substantiate charges of discrimination, illegal hiring practices, failures to promote qualified Hispanic faculty, granting of tenure and indiscriminate firing of Hispanic faculty.

We identify the need for the creation of a Hispanic professional journal that would publish significant research material pertaining to the needs and concerns of the Hispanic community. In numerous instances, discrimination by Editorial Boards of scholarly journals has resulted in a lack of publication of scholarly research by Hispanics.

Resolutions

The participants of this workshop have formulated the following resolutions to be presented at the Plenary session of the State-Wide Conference on Hispanics in Higher Education.

I.- That the Department of Higher Education:

a) immediately develop a policy statement, to include a provision for financial sanctions requiring all institutions of Higher Education, public and private, in the State of New Jersey to comply immediately with Federal Executive orders $11246 and $11375, State Executive Order #61 in recruiting, hiring, promoting, tenuring and merit reviews of all Hispanic part-time and full-time staff and faculty.

b) develop its own Affirmative Action Plan as an integral part of the Master Plan on Higher Education.

c) insure that the Affirmative Action Plan include specific mandates and objectives which:

1. address employment opportunities for Hispanics at all academic ranks and administrative levels where underutilization has been determined according to present and projected Hispanic population figures.

2. establish the position of a full-time Affirmative Action Officer, and staff, with the authority to implement the plan;

3. identify those colleges/universities (both public and private) with low Hispanic hiring and promotion rates, and impose immediate remedies;

4. examine criteria utilized by colleges and universities in hiring, promoting and tenuring, to insure that such criteria be job-related and free of cultural bias and do not adversely affect Hispanics;

5. require the Department of Higher Education to hold public hearings to investigate barriers that cause low Hispanic employment and promotion rates and opportunities;

6. incorporate Hispanic representation in the development of the Affirmative Action Plan and in the selection process of the Affirmative Action Officer;

7. identify the Chancellor of the Department of Higher Education as being ultimately responsible for the implementation of the Affirmative Action Plan.

The Deadline for the development of the Plan should be May 1979.

II. - That the following resolutions directed to federal and state authorities be issued:

a) that the Assembly of the State of New Jersey intervene in the matter to investigate the lack of action by Governor Byrne in enforcing Executive Order #61.

b) that the Office of the Public Advocate intervene on behalf of the Hispanic staff at Rutgers University which has claimed violation of the State's Executive Order #61.

c) that the United States Senate expeditiously order an investigation to determine causes for inaction by regulatory agencies responsible for enforcing Affirmative Action Executive Orders, statutes, and regulations.

III. - That a state-wide Hispanic mechanism be developed which will

a) create a Data Bank, designed to collect and analyze, and make available statistical data on Higher Education; such as the number of students enrolled in New Jersey educational institutions, progress of students; faculty and staff employment, resume Bank (Target date of implementation June 1979).

b) create an Hispanic Journal to address the needs previously identified (Target date for publication by January 1980 and for implementations July 1979).

IV. - Other areas of concern:

- unions
- accreditation councils

V. - Some conclusions

Affirmative Actions programs have been ineffective in addressing Hispanic needs in institutions of Higher Education in New Jersey.

Critical areas of concern are the criteria utilized by the various institutions in hiring, promoting and tenuring staff and the lack of Hispanic representation in all decision-making committees or groups in colleges/ universities.

Workshop Report on

Admissions

Presenter: Margaret Rivera, Rutgers University

Convener: Diana Maldonado, Rutgers University

Recorder: Maria Blake, Rutgers University

Problem 1

The Call By the Board of Higher Education established exclusionary policies which intentionally eliminate the presence of Hispanics in higher education. In its "mission differentiation by sector," it establishes a non-flow chart, in terms of equal opportunity, and consequently perpetuates a dead-end educational system, i.e., a tracking system.

Two-year community colleges and special admissions programs are not the only viable alternatives for Hispanics in higher education. We must achieve the highest level of education, including admission into graduate and professional schools.

Resolution

Be it resolved that the Department of Higher Education, in its master planning activities, should identify Hispanics as a distinct group with specific educational needs and eliminate vague references to "minority students."

Specific criteria for admission of Hispanics to institutions of higher education must be clearly stated in the Statewide Plan. In addition to "objective" or traditional admissions criteria, such as rank in class, grade point average, SAT's LSAT's, MCAT's and GRE's, etc., other criteria should be utilized. These may include, but not be limited to, potential demonstrated by work experience, school/community involvement, special talents and abilities, motivation, etc. Guidelines for establishing criteria pertinent to Hispanic applicants must be spelled out in the Statewide Plan.

Problem 2

Recent statistics demonstrate that the number of Hispanics in grades K-12 is increasing. Therefore, the pool of Hispanic college-bound students, contrary to the enrollment trends of non-Hispanic students, is and will continue to increase.

Resolution

Be it resolved that the percentage of Hispanic students enrolled in institutions of higher education must be increased.

The Department of Higher Education, in its Statewide Plan, must mandate institutions of higher education: (1) to support Hispanic recruitment efforts and have as a goal to increase Hispanic enrollment to represent, at least, the same percentage of the Hispanic population that resides in the geographic area that the institution of higher education serves and (2) to develop and submit to the Department of Higher Education an annual plan and budget for Hispanic recruitment.

Problem 3

The Department of Higher Education has established 22 task forces with only four Hispanics appointed to the task forces. We continue to be excluded from the decision and policy-making process.

Resolution

Be it resolved that the Department of Higher Education be provided with a list of those Hispanics that have expertise in the subjects being addressed by the task forces, and that they be appointed to the task forces by February, 1979.

Workshop Report on

Student Financial Aid

Convener:	Iris Vara, Rutgers University
Co-Convener:	Ector Quiles, Camden County College
Recorder:	Sonia Rosado, Aspira, Inc. of N. J.

I. Areas of Discussion:

The areas discussed in the Student State Financial Aid Programs workshops were as follows:

1) Description of State Financial Aid Sources

2) Financial Aid Regulations and Eligibility Requirements

3) The Financial Aid Application Process

4) Distribution of Financial Aid by Ethnic Composition

5) Ethnic Composition of Financial Aid personnel in institutions of Higher Education

6) Role and participation of Hispanic professionals in the Student Assistance and Special Programs of the Department of Higher Education

7) Economic barriers to equal access to higher education

8) The economic needs of the Hispanic Part-Time and Independent student

9) State Financial Aid and its relationship to the retention of Hispanic students in State postsecondary institutions.

II. Overall Problem:

The quality, quantity and extent of the existing state Financial Aid is inadequate to meet the needs of the Hispanic student population and does not provide for equal access by Hispanics.

III. Specific Problems:

1) There is a limited number of Hispanic professionals in the Office of Student Assistance and Special Programs of the Department of Higher Education who have any real decision-making power in the creation and development of Financial Aid programs, policies and regulations.

2) The State Financial Aid Programs are designed for the full-time student. The programs do not address the financial needs of the part-time students. Since Hispanics have the lowest income in the State of New Jersey, many Hispanic students are forced to attend school on a part-time basis. Therefore, the lack of financial aid for part-time students limits the number of Hispanics entering institutions of higher education.

3) The State Financial Aid Programs are designed for the total disadvantaged minority and non-traditional student population and do not take into account the unique needs of Hispanic students.

4) State Financial Aid Programs, such as the Garden State Scholarship, are designed for those that are both academically deficient and in financial need. Acceptance of the Garden State Scholarship limits the student to the amount of financial aid he/she may receive from other state sources. The academic criteria limit the number of Hispanics receiving the Garden State Scholarship and those few Hispanics that are eligible are often forced not to accept the grant because they would lose substantial financial aid from other state sources.

5) All Financial Aid offices in both private and state colleges and universities are understaffed, especially in Hispanic personnel. There is a desperate need for more Hispanics in the financial aid offices, however, the qualifications and salaries appear to be designed not to attract Hispanic applicants.

6) Continuous foul-ups in the Financial Aid office of the Department of Higher Education, such as late mailing of Student Eligibility Notices, jeopardizes the admission and registration of many Hispanic students.

7) The Student Eligibility Notice is designed in a way that is not understood by many Hispanic students. Hispanic students many times are not aware of the significance and interpretation of the notice because of the language barrier. Consequently, many do not report the Student Eligibility Notice to the Financial Aid offices, and many times are deprived of admissions due to lack of financial aid.

8) The income criteria for financial aid eligibility for independent students is unrealistic and places numerous limitations upon independent Hispanic students who have to share their limited financial resources to help support their families. Unrealistic financial aid regulations and income criteria limit the number of independent students entering higher education.

9) State Financial Aid Programs, such as the Educational Opportunity Fund, have failed to significantly service and enroll Hispanic students. The Educational Opportunity Fund Fifth Annual Report shows that the number of Puerto Ricans enrolled in 1970 was only 4%. Although it increased slightly to 11% by 1975-76, it decreased again by 4% in 1976-77.

IV. Resolutions:

All Financial Aid resolutions should be presented to the New Jersey Student Services and the Task Force on Financial Aid presently involved in the Department of Higher Education Statewide Plan for 1980. The Department of Higher Education should implement these resolutions by the Fall, 1979-80.

1) That the state Affirmative Action Program or Plan be specifically designed for Financial Aid Offices or departments to insure that all state institutions have Hispanic Financial Aid officers.

2) All Financial Aid information should be designed and presented in an appropriate manner, to insure that Hispanics are properly and clearly informed.

3) All Financial Aid applications forms and literature should be printed and available in both English and Spanish; the Spanish Financial Aid application should be processed in the same manner as the English application.

4) Policies on income eligibility criteria that relate to the Independent student should be studied, analyzed and revised to insure that all Hispanic independent students have equal access to adequate Financial Aid.

5) The Department of Higher Education should insure that Hispanic students are adequately and equally represented on each individual Financial Aid Program in the State.

6) The merit criteria attached to any State Grant should be eliminated to insure that Hispanic students have equal access. All state grants should be based solely on need.

7) All financial aid criteria now restricting part-time students from receiving Financial Aid should be totally eliminated.

8) A Financial Aid Centralized Information System should be created so that students can directly inquire about their financial aid applications.

Workshop Report on

Issues In Bilingual Higher Education

Presenter: Rosa Maria Cotayo, Department of Higher Education

Convener: Estela Bensimon, Puerto Rican Congress

Recorder: Yvonne Rodriquez, Glassboro State College

PROBLEM 1

There is a need to define bilingual education as it applies to postsecondary programs.

RESOLUTION

The workshop recommends the following definition to be adopted by the Department of Higher Education:

> Bilingual education is an instructional process in which two languages are used as media of instruction to achieve the educational objectives of a postsecondary program. The role and function of each language within a program is dependent upon the type of bilingual education model that is implemented, i.e., transitional--where the native language is used in the process of instruction until the learner achieves competitive mastery of the second language--or maintenance--where the objectives are to develop linguistic proficiency in the learner's non-dominant language as well as to maintain and develop the native language and culture through its use in the instructional process. In addition to a dual linguistic focus, bilingual education programs emphasize to varying degrees the development of multi-cultural awareness and sensitivity.

Implementation date: The Chancellor should present this resolution for adoption at the next regularly scheduled meeting of the Board of Higher Education. Furthermore, such definition must be included within the first draft of the Master Plan.

PROBLEMS 2, 3, 4

2) The recurrent practice of omitting bilingual higher education from long range institutional planning is evident in the institutions of higher learning and the State Deparmtent of Higher Education. (Clearly illustrating the policy of exclusion is the Department's omission of bilingual higher education as one of its goals in the Call for the Preparation of the 1980 New Jersey Higher Education Statewide Plan.)

3) Bilingual and E.S.L. teacher certification guidelines consist of a list of course titles with corresponding descriptions. They (the guidelines) do not outline a specific set of criteria to be met in order to teach in the bilingual and E.S.L. classroom setting.

4) There is a need to identify the various components within bilingual education programs.

RESOLUTION

Inclusion of bilingual higher education in the 1980 master planning activities through the formation of a funded task force whose mandate will include, but not be limited to:

Bilingual Education

a) identifying the goals of bilingual education at post-secondary level;
b) development of bilingual education program models;
c) developing a statement of policy and specific guidelines regarding the mission of each higher education sector in providing bilingual educational services;
d) developing a statement of policy regarding the funding of bilingual educational services;
e) identifying the cultural, linguistic, and demographic characteristics of the target student population;
f) reviewing the current number, size, and type of bilingual education programs in the State and recommending ways in which existing programs may be improved, expanded, or consolidated; and
g) identifying the different types of programs within bilingual education, such as academic programs, bilingual teacher education, educational administration, counseling, Adult Basic Education, General Education Development, Bilingual Education in the Professional Schools, and Bilingual Vocational Education.

Bilingual and E.S.L. Teacher Education

a) identifying goals of bilingual and E.S.L. teacher education in the State (as implied in the Bilingual Education Act and the Bilingual and E.S.L. Teacher Certification Standards);
b) reviewing and making recommendations on the form and content of bilingual and E.S.L. teacher certification requirements;
c) reviewing and assessing the "field endorsement" method of awarding bilingual and E.S.L. teacher certification;
d) assessing bilingual and E.S.L. teacher education programs at the graduate and undergraduate levels (as a means of upgrading the quality of new teachers and improving the retraining or enhancement of in-service personnel);
e) identifying model bilingual and E.S.L. teacher education programs;
f) identifying alternative methods for the evaluation of bilingual and E.S.L. teaching performance;
g) determining the role of teacher language proficiency (in two target languages) in the bilingual teacher certification process; and
h) assessing the "competency examination" process as an alternative means of obtaining bilingual and E.S.L. teacher certification.

Implementation date: That the Chancellor present this resolution for adoption at the January 1979 meeting of the Board of Higher Education.

PROBLEM 5

Lack of financial commitment from institutions of higher education for the establishment of bilingual higher education programs (over-reliance on federal funding).

RESOLUTION

1) The Department of Higher Education should make bilingual education programs a priority and that the Board of Higher Education make a policy statement as such; therefore, urging the institutions of higher education to include bilingual programs within the institutional budget.

Implementation date: January 1979, Board of Higher Education meeting.

2) The Board of Freeholders in each county should make bilingual education a priority and should make a policy statement addressing the same; thus, making bilingual education a line item budget for Community Colleges.

Implementation date: By February 1979, the Statewide Conference on Hispanics in Higher Education, Puerto Rican Congress and Aspira, and any and all agencies and institutions that have an interest and support this resolution should assume the responsibility for informing Boards of Freeholders of this resolution.

3) More Hispanics should be named to the Board of Trustees at all Community Colleges and four-year public institutions as well as the State University. Thus, the Governor should appoint qualified Hispanic individuals.

Implementation date: Immediate! There are existing vacancies - the Statewide Conference on Hispanics in Higher Education, Aspira, Puerto Rican Congress, and any and all agencies and institutions that have an interest and support this resolution should submit names to the Governor.

PROBLEM 6

The Department of Higher Education has not adopted guidelines for bilingual education programs to regulate their development. As a result, the majority of bilingual education programs serve as temporary equity measures whose thrust is immediate remediation.

RESOLUTION

1) A statement should be made to the Chancellor and the Board of Higher Education emphasizing that Hispanics have a rich culture and thus, cannot be regarded as culturally deficient. Although some Hispanics may have linguistic limitations, this should not be construed as "cultural limitation". Furthermore, such a statement should be incorporated within the policy statement on bilingual education to be included in the master plan.

Implementation: March 1979 - first draft of Master Plan

2) Bilingual postsecondary education could be viewed as having six (6) distinct components:

1. Content area courses which are taught in Spanish.
2. Content area courses which are taught bilingually.
3. Academic Spanish language arts courses.
4. Remedial Spanish language arts courses.
5. Academic English as a Second Language courses.
6. Remedial English as a Second Language courses.

All of the above-listed components should be credit bearing courses and count toward graduation.

Implementation: March 1979 - first draft of Master Plan

3) Hispanics should be appointed by the Board of Higher Education to the Basic Skills Task Force formed for the purposes of the Master Plan.

Implementation: January 1979 - Board of Higher Education

PROBLEM 7

The existence of poor recruitment and selection procedures for Hispanic faculty and staff often create critical problems such as:

a) lower level faculty ranks;
b) lower quality of services to the target student population;
c) high risk of program failure; and
d) perpetuation of negative stereotypes of minority programs.

RESOLUTION

The Department of Higher Education should review and enforce the Affirmative Action Plans at each institution of higher education in order to insure that institutions of higher education establish more extensive recruitment efforts to gather a larger pool of Hispanic applicants, as well as provide staff development opportunities to enhance the further development and expansion of bilingual higher education programs.

Furthermore, the Chancellor and the Board of Higher Education must communicate to the Boards of Trustees and their respective Presidents the urgent need to increase the number of Hispanic tenured faculty in order to offset past discrimination practices and assure continuity of programs.

Implementation: December 1978 - Meeting of Board of Higher Education

PROBLEM 8

The lack of research conducted by Hispanics in bilingual education is due to:

a) Involvement of Hispanic faculty in the survival of programs which have not become an integral part of the institution;
b) Hispanic faculty are assigned additional responsibilities above and beyond those expected of other faculty;
c) Hispanic faculty involved in bilingual programs are at the lower ranks and, therefore, are engaged in doctoral work;
d) There are few outlets for research publications in the area of bilingual education;
e) There is a need to improve research skills and/or research focus; and
f) There are usually no Hispanics on research committees that fund proposals for research and release time, therefore, bilingual education is not a priority for research by these committees.

RESOLUTION

a) More Hispanics should participate on research committees that send requests for proposals and/or fund research proposals, particularly those committees which provide release time within the institutions;

Implementation: Immediately

b) Hispanics in higher education should form a consortium for academic research related to bilingual education and seek funds from the Department of Higher Education as well as other sources;

Implementation: Immediately

c) Institutions of higher education should establish priorities for research in bilingual education and reallocate funds for this purpose;

Implementation: Immediately

d) The Department of Higher Education should provide an information bank of research funding sources and disseminate this information to personnel involved in institutions of higher education (bilingual education programs).

Implementation: Immediately

PROBLEM 9

The data gathering mechanisms employed by the Department of Higher Education need to include requests for more information in order to provide a clearer perspective of the status of bilingual higher education. At present, the data that is collected does not include program enrollment figures, age distribution of student population, socio-economic characteristics, and fields of concentration pursued by the target student population.

RESOLUTION

The Department of Higher Education's survey instruments should request specific information concerning Hispanics in all areas of higher education, i.e., student enrollment and fields of concentration, student socio-economic characteristics, student age distribution, faculty/staff rank, tenure, and salary range. In addition, the Consortium of Bilingual Higher Education should seek funds from the Department of Higher Education to establish a statistical clearinghouse that will gather and analyze data related to Hispanics. Furthermore, the Chancellor should request from the Department of Higher Education collection of student data based on linguistic and cultural categories as well as information on race, sex, and age.

Implementation: No later than December 31, 1978

PROBLEM 10

At the State level, there is an inherent problem in the administration of the bilingual and E.S.L. teacher certification process. While the programs to prepare teaching personnel are offered at institutions of higher education, the administrative office which regulates teacher certification is based in the Department of Education. Thus, a lack of coordination between these Departments often creates serious difficulties in the establishment of accountability procedures.

RESOLUTION

The Department of Higher Education should assume the responsibility of regulating the teacher certification process. This would eliminate the problem of coordination between the two Departments, as well as avoid the present system of dual accountability.

Implementation: June, 1980

Below are outlined other problems that were identified by the workshop participants. Due to insufficient time, no resolutions were drafted. Nevertheless, the Department of Higher Education should study the following areas of need:

1. Lack of communication and coordination between Department of Education and the Department of Higher Education vis-a-vis the Hispanic population.

a. Establishment of priorities and reallocation of resources based on the needs of the Hispanic student population which have not been taken into account in:

   1. the interface between primary/secondary and higher education;
   2. programmatic mission differentiation of the Call for the 1980 New Jersey Higher Education Statewide Plan.

   As student enrollment diminishes in higher education - the Hispanic population's participation is increasing. Yet, the current plans and priorities are not geared toward our constituencies development and needs.

2. A needs assessment in the labor force and job market must be undertaken. With this information colleges and universities can establish or expand programs to prepare individuals for careers and professions in areas where there is demand.

3. Cooperation between the two-year institutions and the four-year institutions to include:

   a. proper academic advisement;
   b. coordination of programs; and
   c. transfer advisement.

Workshop Report on

Academic Programs

Presenter: Leopoldo Rivera, Jersey City State College

Convener: Olga J. de Waggenheim, Rutgers University

Recorder: Lillian Barrios, Rutgers University

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1. Problem: Lack of Puerto Rican and Latin American Studies Programs in the State of New Jersey.

   Recommendations: To the DHE and the pertinent authorities at Rutgers University.

   That by September 1979 there be established a program of Puerto Rican studies at Rutgers Newark and Rutgers Camden.

   That by September 1979 the Department of Higher Education issue a policy statement about the need for Hispanic academic programs in every institution of higher education that meets any of the following criteria:

   a) Substantial member of Hispanic students
   b) is located within or near a substantial Hispanic community

   To demand the creation of Hispanic academic programs by September 1980 in the following state colleges:

   —William Paterson College
   —Montclair State College
   —Glassboro State College
   —Trenton State College

   and in the following community colleges:

   —Essex County College
   —Passiac County College
   —Hudson County College
   —Middlesex County College
   —Camden County College
   —Cumberland County College

2. Problem: Lack of resources for the programs that exist and for those that will be created.

   Recommendations: That once these programs have been established, they be given the necessary human and material resources - such as permanent Hispanic faculty, reasonable budgets, etc.

3. Problem: Lack of commitment and acceptance by administration and faculty in the academic community.

   Recommendations: By September 1979, the Department of Higher Education should issue a statement legitimizing our special function within the academic community and, the University, state and community college authorities should develop non-traditional criteria for the evaluation (hiring, promotion and tenure) of Hispanic faculty.

. Problem: The existence of a substantial number of potential Hispanic students who are unfamiliar with both the English language and the American educational system.

Recommendations: The establishment, by 1981, of a Hispanic Bilingual/ Bicultural Institution of Higher Learning in order to serve the needs of that population.

5. Problem: The stagnation, decline and isolation of Hispanic academic programs.

Recommendations: The creation (by May 1979) of a statewide committee on Hispanic academic departments, centers, and programs which will:

a) define the new functions of these departments, centers, programs for the 1980's;

b) revise the existing curriculum and suggest new options;

c) define the functions of these programs, departments, centers, vis-a-vis the community;

d) address students' problems and concerns;

e) provide technical assistance in the different areas of need; and

f) need for parliamentary procedures course.

Workshop on

Supportive Services/Retention

Presenter: Edward Morales, Camden County College

Convener: José Quiles, Kean College

Recorder: Wilfredo Nieves, Essex County College

The Problem

The quality of existing supportive services is inadequate, and does not meet the needs of the Hispanic student community.

The Problem is Caused By:

1. Limited number of Hispanic faculty and staff, at the individual institutions of higher education as well as at the Department of Higher Education, who can serve as resources to plan and implement the appropriate supportive service programs.

2. Current supportive services do not take into account the unique linguistic and cultural needs of Hispanic students.

3. Existing programs are generally state or federally funded, and when funding is discontinued or decreased there is a reduction or elimination of services directed at Hispanics.

4. Hispanics do not hold positions where they affect policy-making or decisions.

5. College personnel are insensitive to the linguistic and cultural differences of the Hispanic student.

6. Research related to Hispanics in higher education is inadequate.

7. The Hispanic Community is not seen as a resource.

RECOMMENDATIONS

1. That Department of Higher Education (DHE) promote the hiring of Hispanic personnel in all Supportive Service areas. Furthermore, that colleges hire these individuals on college lines.

2. That the DHE sponsor programs to sensitize personnel in institutions of higher education to the linguistic and cultural needs of Hispanics.

3. That the DHE promote the development of Bilingual/Bicultural Professional Degree Programs throughout the state.

4. That the DHE create a component within its structure to address the research needs of Hispanics in Higher Education.

5. That the DHE provide financial resources for the implementation of developmental and tutorial programs, including assessment instruments applicable to the basic skills needs of Hispanic students.

6. That the DHE mandate the participation and representation of Hispanics on state level policy making committees and on Boards of Trustees.

7. That the DHE provide technical assistance to train college personnel in proposal development skills in order to apply and obtain federal revenues.

These recommendations are to be acted on immediately, and completed within the time framework of the "Call".

Workshop Report on

The Development of a Statewide Association

Presenter: Luis Soler-Baez, Rutgers University

Convener: Hector Delgado, Rutgers University

Recorder: Mercedes del Valle, Essex County College

Whereas, there is presently no statewide organization that exclusively articulates the needs of Hispanics in the Higher Education Community;

Whereas, Hispanics have only a 3.7% representation of full-time undergraduates in state supported institutions of higher education;

Whereas, we must continue the process of breaking down the barriers that have prevented Hispanics from having equal access to higher education;

Whereas, there exists a need to continue the struggle to insure that equal access to higher education results in more than what in many cases has been a revolving door;

Whereas, there is a need to assume an active-offensive strategy rather than the traditional reactionary-defensive strategy;

Whereas, the "Call" by the Board of Higher Education for the preparation of the 1980 New Jersey Higher Education Statewide Master Plan does not adequately represent Hispanics' interest and points of view;

Whereas, we must have a legitimately recognized organization as representative of the Hispanic Higher Education Community;

Whereas, we must insure that the State's Higher Education Master Plan responds positively to the legitimate needs of Hispanics, and provides the ways and means necessary to meet those needs;

Whereas, such organization can provide a forceful, collective and strategic force in effecting change;

Therefore, be it resolved that:

A statewide association of Hispanics in Higher Education be established. This organization should aim to fulfill the following objectives:

1. Represent, defend, and serve as a collective force for the Hispanic Higher Education Community.

2. Formulate a Master Plan for Hispanics in Higher Education.

3. Serve as a liaison between the Hispanic community and public.

4. Serve as a watchdog organization monitoring the policies, actions and decisions of state and institutional authorities, and their respective commitments and responsibilities to the Hispanic community.

5. Disseminate information about the organization and the work of its members via a journal, bulletin, or newsletter.

6. Develop a research component.

7. Link up with other minorities in the state.

The membership of the Association shall include Hispanics and others actively concerned with the advancement of Hispanics in Higher Education.

Membership categories shall encompass Hispanics and others employed by institutions of Higher Education, enrolled at all levels of postsecondary education, and organizations and agencies working on behalf of, and/or interested in, Hispanic concerns in the State of New Jersey.

Workshop Report on

The Political Dynamics of the Higher Education Structure

Presenter: Alfonso Román, Puerto Rican Congress

Convener: Enrique Arroyo, Puerto Rican Action Board

Recorder: José Olmo, Puerto Rican Forum, New York

Problem: The lack of participation of Hispanics in policy-making bodies that affect higher education.

Cause: The lack of political and economic power of Hispanic communities.

Recommendations:

1. That at each institution of higher education, a group be organized, including members of the institution and at-large community members, responsible for:

   a. Analysis of local institutions' governing boards, to identify sources of power;

   b. Promoting the appointment of at least one Hispanic member to governing boards for 1980;

   c. Advocating the hiring and promotion of Hispanics at all institutional levels; and

   d. Seeking the establishment, as an intermediate step, of an advisory group to the president of each college.

2. That the Hispanic Association of Higher Education in N.J. request from Governor Byrne that he fill vacancies at Rugers University Board of Trustees and Governors with Hispanics.

3. That the Hispanic Association of Higher Education in N.J. strive for the appointment of Hispanic representatives to task forces related to the DHE planning process.

4. That the Hispanic Association of Higher Education in N.J. seek the upgrading of the Office for Bilingual Programs at DHE.

5. That, as an outcome of the conference, a statewide organization be created no later than February 1979.

6. That, once organized as an association, it will:

   a. Create a task force to study the feasibility of an independent Hispanic institution of higher education;

   b. Create a task force to recommend to local groups selection criteria for Hispanic members of governing boards, and provide other technical assistance needed to increase the effectiveness of such members;

   c. Coordinate with other statewide efforts to promote the political awareness and participation of Hispanics;

   d. Study the possibility of seeking legal remedies to promote "Hisparity" (Hispanic parity) in higher education institutions; and

   e. Identify influential Hispanics and non-Hispanics to promote our concerns among the business community, and assist in our fund-raising efforts.